

# Latin

TWO

**FOR  
COMMON  
ENTRANCE**



**N. R. R. Oulton**

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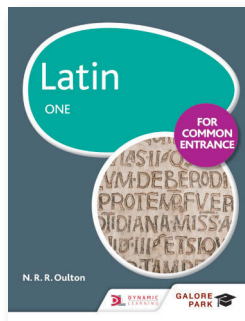
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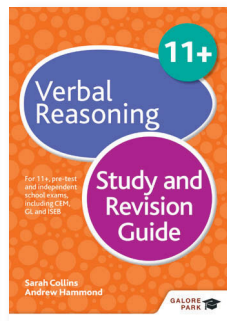


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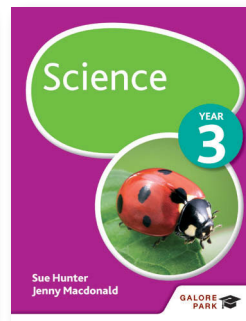
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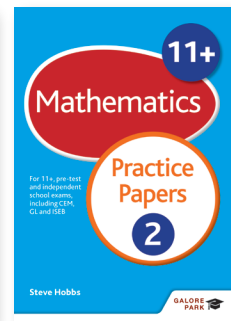
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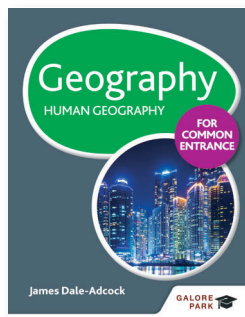
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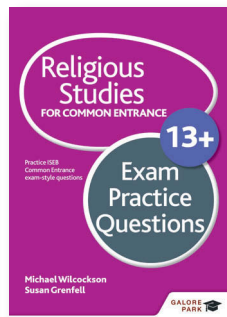
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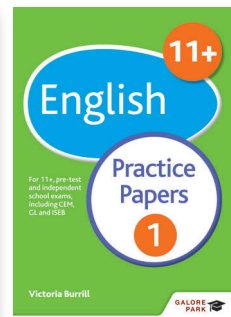
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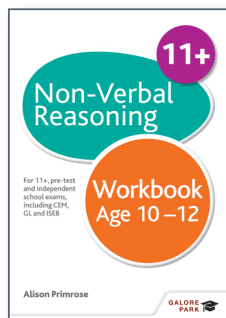
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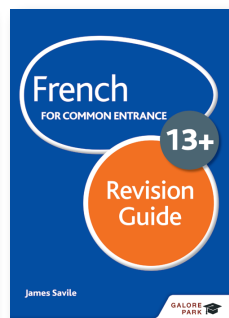
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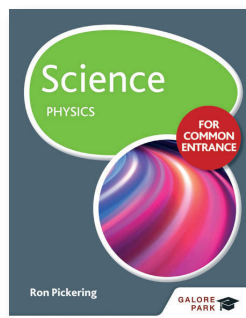
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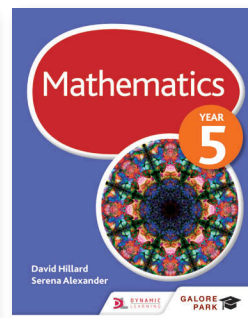
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# Latin

## TWO

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COMMON  
ENTRANCE**

**N. R. R. Oulton**

# About the author

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The author and the publisher would like to thank Stephen Anderson for his generosity and support in producing this book. Stephen studied classics at Trinity College, Dublin and St John's College, Cambridge. From 1980 to 2015 he taught at Winchester College, where he was Head of Classics from 1984 to 2008 and subsequently Senior Tutor. In October 2015 he took up a new post as Lecturer in Classical Languages at New College, Oxford.

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# Introduction

In this book we dig deeper into the workings of the Latin language, learning to cope with 3rd declension nouns and adjectives, two more tenses and a whole load of irregular verbs. Just as importantly, we learn more about the Romans themselves: their food and clothing, their houses and their leisure pastimes, and more of their history, including a sneak preview of the mighty Julius Caesar. We also read stories about Ulysses (better known to most of us as Odysseus) on his way home from the Trojan War, and Perseus, the slayer of the Gorgon Medusa.

The Romans, as you may know by now, were fascinated by the culture of Ancient Greece, and absorbed much of it into their own. Be careful, however, with the fact that in many cases, they gave Latin names to Greek gods, goddesses and figures from mythology. Thus we read in Latin of the hero *Ulixēs*, translated into English as Ulysses, but known to the Greeks as Odysseus. A similar thing happens with the king of the gods. The Romans called him *Iuppiter*, translated into English as Jupiter, and known to the Greeks as Zeus.

As in Book 1, we have marked the vowels on the Latin words where these should be pronounced as long with a macron (e.g. *nārrat*, *fēmīna*, *īnsula*, *rogō*, *tūtus*). Learning to pronounce the words correctly is an important part of Latin. As you go further with the language, and start reading Latin poetry, you will find it essential to know whether a vowel is long or short, and the best way to master this is to learn it correctly when you first meet a new word.

Once again, vocabularies for learning are given at the end of each chapter, and a complete set of English–Latin and Latin–English vocabularies is given at the end of the book. There is a summary of all the grammar that you cover in Books 1 and 2 at the back, and you will also find there a more detailed guide to pronunciation.

## Notes on features in this book

### Exercise

Exercises are provided to give you plenty of opportunities to practise what you have learned.

Useful rules and reminders are scattered throughout the book.

The box on the right makes it clear that you are studying a non-linguistic topic required by the ISEB Classics syllabus. Non-linguistic topics are about:

- aspects of domestic life in Rome
- early Roman legends
- Roman entertainment
- the Roman army
- Roman Britain
- Greek mythology.

There is a wealth of information to help you with the questions in these non-linguistic topics in *Greeks & Romans* by A.M. Wright, published by Galore Park.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

### Go further

This heading highlights material that is beyond the requirements of the ISEB syllabus. You do not need to remember this material for your exam, but it will help you understand some interesting aspects of the language.

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# 3rd declension nouns

Nouns of the 3rd declension have a genitive singular ending in -is and decline like *rēx*:

<i>rēx</i> , <i>rēg-is</i> , m. = king		
	Singular	Plural
Nominative	<i>rēx</i>	<i>rēg-ēs</i>
Vocative	<i>rēx</i>	<i>rēg-ēs</i>
Accusative	<i>rēg-em</i>	<i>rēg-ēs</i>
Genitive	<i>rēg-is</i>	<i>rēg-um</i>
Dative	<i>rēg-ī</i>	<i>rēg-ibus</i>
Ablative	<i>rēg-e</i>	<i>rēg-ibus</i>

Masculine and feminine nouns decline like *rēx*. So do common nouns (i.e. ones that could be either masculine or feminine, such as *comes* = a companion). The secret to success when using 3rd declension nouns is getting the **STEM** right. You should be used to working with stems by now, but in the 3rd declension there is often a dramatic and totally unpredictable change in the stem. Thus, whereas *puella* (1st declension) has the perfectly reasonable stem of *puell-*, and *dominus* (2nd declension) has the stem *domin-*, the 3rd declension noun *rēx* has a stem of *rēg-*, and *mīles* has the stem *mīlit-*.

What this means is that when you meet a 3rd declension noun for the first time, you need to find out its genitive singular, and thus (by chopping off the -is) its stem. Then you add the **ENDINGS** above to that stem, and everything works normally. But without the stem, you are lost.

## Exercise 1.1

Study the information above about 3rd declension nouns like *rēx*. Notice how, once you have got past the vocative singular, the endings are added to the stem (which is found in the genitive singular, by chopping off -is). Write out in full:

- 1 *clāmor*, *clāmōr-is*, m. = shout
- 2 *uxor*, *uxōr-is*, f. = wife
- 3 *dux*, *duc-is*, c. = leader

## Exercise 1.2

Here are some more 3rd declension nouns:

comes, comitis, c. = companion	lūx, lūcis, f. = light
coniūnx, coniugis, c. = husband, wife	mīles, mīlitis, m. = soldier
homō, hominis, m. = man	parēns, parentis, c. = parent

Using these, and the ones above, translate into Latin:

- |                     |                      |
|---------------------|----------------------|
| 1 Of the companion  | 6 With the wife      |
| 2 Towards the wives | 7 The kings (nom.)   |
| 3 Of the men        | 8 The kings (acc.)   |
| 4 Out of the light  | 9 By a shout         |
| 5 O parents!        | 10 With the soldiers |

## Exercise 1.3

Translate into English:

- |                  |                  |
|------------------|------------------|
| 1 rēgis          | 6 contrā militem |
| 2 comitis        | 7 dē parentibus  |
| 3 cum coniugibus | 8 clāmōrēs       |
| 4 hominum        | 9 uxōrī          |
| 5 in lūcem       | 10 prope ducem   |

## Working with 3rd declension nouns

Extra care needs to be taken when translating sentences with 3rd declension nouns, because the nominative and accusative plural endings are the same.

E.g. mīlitēs comitēs laudant = The soldiers praise their companions.

In some sentences, you may have to use your common sense to work out what it means.

E.g. ducēs spectābant = The leaders were watching.

OR

They were watching the leaders.

Finally, note that you must be careful not to muddle up the endings

of 1st or 2nd declension nouns that you have already learnt with the new 3rd declension endings that you are learning now. Some of the same endings (-is, -i, -e, -um) occur, but for different cases, and could potentially be confused if you don't know which declension the noun is.

E.g. *puerī rēgī cantant* = The boys are singing to the king.

E.g. *oppidum ducum oppugnāmus* = We are attacking the town of the leaders.

But if you follow the rules of translation carefully (look at the VERB FIRST!), and learn your vocabulary thoroughly, you should be safe.

### Exercise 1.4

Translate into English:

- |   |  |
|---|--|
| 1 <i>clāmōrēs fēminārum audīvimus.</i>        | 6 <i>puella cibum parentibus dedit.</i>      |
| 2 <i>rēx comitēs numquam superāvit.</i>       | 7 <i>servī uxōrem rēgis timēbant.</i>        |
| 3 <i>dux coniugem militis spectābat.</i>      | 8 <i>nūntiī clāmōrēs comitum audīvērunt.</i> |
| 4 <i>Rōmānī mulierēs in oppidum dūxērunt.</i> | 9 <i>vir cum coniuge habitāre amat.</i>      |
| 5 <i>mīles lūcem uxōrī ostendit.</i>          | 10 <i>lūx in caelō aderat.</i>               |

## ○ Neuter 3rd declension nouns

Neuter 3rd declension nouns behave as you might expect. That is to say, just as the neuter noun *bellum* has identical endings in the nominative, vocative and accusative cases, so it is with 3rd declension nouns. Thus *corpus* behaves as follows:

corpus, corpor-is, n. = body		
	Singular	Plural
Nominative	corpus	corpor-a
Vocative	corpus	corpor-a
Accusative	corpus	corpor-a
Genitive	corpor-is	corpor-um
Dative	corpor-ī	corpor-ibus
Ablative	corpor-e	corpor-ibus

As with nouns like *rēx*, the key to success with these nouns is getting the stem right. For the first three cases in the singular, the word remains unchanged. Then, for all cases after the accusative singular,

the endings above are added to the stem, and are very similar to the endings for *rēx*.

Another thing to look out for is that neuter nouns in *-us* look rather as if they should go like *dominus*. The genitive singular, however, should make it clear that they are 3rd declension.

## Exercise 1.5

Study the information above about 3rd declension neuter nouns like *corpus*. Notice how, once you have got past the nominative, vocative and accusative singular, the endings are added to the stem (which is found in the genitive singular). Write out in full:

- 1 *flūmen*, *flūminis*, n. = river
- 2 *iter*, *itineris*, n. = journey
- 3 *nōmen*, *nōminis*, n. = name

## ○ Agreement of adjectives with 3rd declension nouns

Care needs to be taken when making an adjective such as *bonus* agree with a 3rd declension noun. Nothing strange happens, but you may *feel* something strange is happening because the two words stand almost no chance of rhyming. Gone are the happy days of *puella bona*, or *dominus bonus*. Now we have to put up with *rēx bonus* (masculine), *uxor bona* (feminine) and *corpus bonum* (neuter). We have met this sort of thing before, with *bonus* not rhyming with masculine nouns such as *agricola*, so it shouldn't cause you too much trouble. Stick to the rules of adjective agreement and you will be fine.

### **nōmine = by name**

The best way of translating the English word *called* (as in 'a boy called Marcus') is to use the ablative singular of *nōmen* = name.

E.g. A boy called Marcus = *puer nōmine Mārcus* (i.e. a boy *by name* Marcus).

## Exercise 1.6

Study the information above about the agreement of adjectives with 3rd declension nouns. Remember, adjective agreement has nothing to do with rhyming. When it rhymes, it's a bonus. So, just work out which case and gender the noun is and then put the adjective into that form.

Translate into Latin:

- 1 The good kings (nom.)
- 2 Depart, bad king!
- 3 The tired soldier (acc.)

- 4 Of the small river
- 5 For the new body
- 6 With a good leader
- 7 Towards the big river
- 8 The long journeys (nom.)
- 9 With our soldiers
- 10 The wife of the angry leader

### Exercise 1.7

Translate into English:

- |                         |                              |
|-------------------------|------------------------------|
| 1 in flūmen altum       | 6 coniunx mea cantat.        |
| 2 in flūmine altō       | 7 uxōrēs pulchrās spectātis. |
| 3 prope corpus magnum   | 8 rēx, Rōmulus nōmine        |
| 4 contrā militēs fessōs | 9 clāmōrēs magnās audīvī.    |
| 5 cum rēge malō         | 10 per lūcem clāram          |

### Exercise 1.8

Study the information above about the use of nōmine = by name. Then translate into English:

- 1 rēx malus, nōmine Tarquinius, Rōmānōs diū terrēbat.
- 2 puella, nōmine Lucretia, filium saevum rēgis timēbat.
- 3 militēs Brūtī Tarquinium ex urbe discēdere cupiēbant.
- 4 Tarquinius Superbus ā rēge nōmine Porsennā auxilium rogāvit.
- 5 Porsenna multis cum militibus ad flūmen festināvit.
- 6 'urbemne nostram' inquit Brūtus 'servāre cupitis?'
- 7 'hostēs saevōs' inquit Horātius 'ego superāre cupiō.'
- 8 miles validus cum comitibus Rōmānīs urbem fortiter dēfendit.
- 9 rēx saevus militēs Rōmānōs diū spectābat.
- 10 tandem rēx nōmine Porsenna ā flūmine discessit.

## A note on names

The Romans greatly admired the art and literature of the Greeks, and much of their own culture was heavily dependent on that of Greece.



One thing to watch out for, though, is that there are often Roman names for Greek gods and goddesses, and for famous figures in Greek literature.

A good example of this is the hero Ulysses. Ulysses (in Latin, *Ulixēs*) is the name given by the Romans to the Greek hero Odysseus, whose adventures are told by Homer in his epic poem *The Odyssey*.

Another important area where names are different is the gods and goddesses. Here is a table showing the gods of Mount Olympus and how these differ between Greek and Roman:

Greek	Roman	Role
Zeus	Jupiter	King of the gods
Hera	Juno	His wife; goddess of women
Aphrodite	Venus	The goddess of love
Athena	Minerva	Goddess of wisdom
Hephaestus	Vulcan	The blacksmith god
Hades	Pluto	The god of the Underworld
Hermes	Mercury	The messenger god
Poseidon	Neptune	God of the sea
Demeter	Ceres	Goddess of agriculture
Apollo	Apollo	God of prophecy, music and the arts
Ares	Mars	God of war
Hestia	Vesta	Goddess of the hearth
Dionysus	Bacchus	God of wine
Artemis	Diana	Goddess of hunting

## Exercise 1.9

Translate into English:

### Ulysses and the bag of winds

Ulixēs, ubi Graecī urbem Troiam expugnāvērunt, cum comitibus ad īnsulam Aeōliam nāvīgāvit. in īnsulā habitābat Aeōlus, rēx ventōrum. diū cum rēge Ulixēs et comitēs manēbant. tandem, ubi Graecī discēdere cupiēbant, Aeōlus ventum Zephyrum ēmīsīt; reliquōs tamen ventōs in\* saccō tenuit.

5 saccum duci clārō dedit et dē ventis monuit. ‘tenē saccum’ inquit ‘et ad patriam cum comitibus tuīs nāvīgā. ventus Zephyrus semper ad Ithacam dūcit.’

ubi ad patriam veniēbant, Ulixēs, quod fessus erat, dormiēbat. comitēs tamen nōn dormiēbant. comitēs saccum ducis spectābant et ‘cūr saccum 10 semper tenet?’ inquirunt. ‘quid in saccō tenet Ulixēs?’

ūnus ē comitibus ad ducem appropinquāvit et saccum cēpit. ‘aurum in saccō portat!’ inquit. ‘aurum duci nostrō rēx Aeōlus dedit!’

comitēs irātī erant et saccum aperuērunt. statim ventī ē saccō ruērunt et nāvem ad īnsulam Aeōliam reppulērunt. frūstrā Ulixēs et comitēs auxilium ā 15 rēge rogāvērunt. ‘Ulixēs inimīcus deōrum est’ inquit rēx. itaque Graecī in nāvem festināvērunt et ab īnsulā discessērunt. ventus tamen nōn iam ad patriam dūcēbat.

\* Remember, a vowel is always pronounced as long if it is followed by ns or nf, even if these letters are spread across two words, as in a phrase such as in saccō.



■ Ulysses and the bag of winds – an artist’s impression

expugnō, -āre = I take by storm  
Zephyrus, -ī, m. = the westerly wind  
ēmīttō, -ere, ēmīsī = I let loose  
reliquus, -a, -um = the remaining, other  
saccus, -ī, m. = bag  
Ithaca, -ae, f. = Ithaca (the home of Ulysses)  
aperiō, -īre, aperuī = I open  
rePELLō, -ere, reppulī = I drive back  
inimīcus, -ī, m. = an enemy

## Go further

One of the great skills when translating from Latin, as from any language, is to write English which is natural. Try not to do a word-for-word translation, which may show that you know what the individual words mean but does not show that you can convert the Latin into real English.

For example, in the passage above, consider the sentence:

ubi ad patriam veniēbant, Ulixēs, quod fessus erat, dormiēbat.

You may have been tempted to translate this as 'When they were coming to the fatherland, Ulysses, because he was tired, was sleeping.'

While this may be what the individual words mean, this does not sound at all natural. First, we can do much better than that with regard to the English word order. But even more importantly, we can think about how best to translate the phrase ubi ad patriam veniēbant, and the verb dormiēbat. For example, how about 'When they were drawing close to their fatherland' rather than 'when they were coming to the fatherland'? And for dormiēbat, how about 'he fell asleep' or 'he went to sleep' rather than 'he was sleeping'?

The secret to this is to translate the Latin literally first, being sure you have understood what it means, and then put that into good, natural English.

## English derivations

You should be pretty good by now at finding the link between Latin and English words. With English words that come from 3rd declension nouns, you will see that very often the word comes from the noun stem, rather than the nominative form. Your spelling will improve enormously once you get used to this.

Thus:

itinerary from iter, itineris

military from miles, militis

nominate from nomen, nominis

## Exercise 1.10

Explain the connection between the following Latin and English words:

- |   |          |           |    |           |           |
|---|----------|-----------|----|-----------|-----------|
| 1 | rēgem    | regal     | 6  | nāvem     | navy      |
| 2 | coniugis | conjugal  | 7  | frūstrā   | frustrate |
| 3 | itineris | itinerary | 8  | mānsērunt | mansion   |
| 4 | urbem    | urban     | 9  | patriam   | patriotic |
| 5 | militēs  | military  | 10 | īrātī     | irate     |

## Vocabulary 1

Latin	English
clāmor, clāmōris, m.	shout
comes, comitis, c.	companion
coniūnx, coniugis, c.	husband, wife
corpus, corporis, n.	body
dux, ducis, m.	leader
flūmen, flūminis, n.	river
homō, hominis, m.	man, woman
iter, itineris, n.	journey
lūx, lūcis, f.	light
mīles, mīlitis, m.	soldier
mulier, mulieris, f.	woman
nōmen, nōminis, n.	name
parēns, parentis, c.	parent
rēx, rēgis, m.	king
uxor, uxōris, f.	wife

## Food and meals

It is likely that when Ulysses stayed with Aeolus, the king of the winds, he would have been entertained to a series of rich feasts. The Romans loved their food, and much of what they would have eaten is what one might expect to eat in a Mediterranean country today.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

A typical day's menus might have looked like this:

iēntāculum (breakfast)

Bread, fruit, olives and honey, washed down with water or wine

prandium (lunch)

Bread, fruit, cheese, olives and dried figs

cēna (dinner)

Consisting of three courses: gustātiō (starter), prīmae mēnsae (main course) and secundae mēnsae (dessert)

(For this one would expect to have eaten plenty of fish and vegetables. Special delicacies included stuffed dormice (glīrēs), oysters, lampreys, boar and peacock)



■ Mosaic of a Roman dinner party – from Carthage, in modern-day Tunisia

If one were going to a dinner, it would have been held in the *triclinium* (dining room), with the diners typically reclining on three couches around a table or tables on which the food was arranged. The food would have been brought in by slaves, and a considerable quantity of wine would have been drunk. Hosts often liked to show off their wealth by throwing extravagant parties with exotic dishes, such as wild boar accompanied by sucking piglets, hog stuffed with sausages and meat puddings, chicken served with pastry-capped goose eggs, oysters, scallops and snails. During the dinner, the entertainment might consist of actors and acrobats performing for the guests, as well as poetry reading and elevated conversation.

There is a famous account of a dinner party thrown by a rich Roman glutton called Trimalchio in which at least twelve courses were served, each more exotic than the one before. Although this account is an exaggerated, comic view of someone showing off and pretending to be grander than he really was, it gives a vivid view of how life in Ancient Rome might have been for those with money enough to enjoy it.

### Exercise 1.11

- (a) (i) Write a shopping list for a day's meals at home, saying which food items are for which meal.
- (ii) Give two ways in which this list might be different from a list you might write today.
- (b) (i) You have been invited to a dinner party in Ancient Rome. Describe the occasion, including what you expect to eat and how the food will be served.
- (ii) Give two ways in which the occasion would be different from a modern dinner party.
- (c) (i) Tell the story of how King Aeolus tried to help Odysseus\* on his return to Ithaca after the Trojan War.
- (ii) Do you think the story would have had a different ending had Odysseus told his companions about the bag of winds?
- (d) (i) List the gods of Mount Olympus, giving both their Greek names and their Roman ones.
- (ii) Which two of these would you most like to have had looking after you, and why?

\*Remember that Odysseus is the hero whom the Romans called Ulysses.

# 2

## The future tense; non-increasing 3rd declension nouns

### The future tense

We have learnt how to say what is happening now (using the present tense), or what happened in the past (using the imperfect and perfect tenses). We will now learn how to say what will happen in the future.

The first two conjugations use the same endings for the future tense, as follows:

1st person singular	amā-bō	I shall love
2nd person singular	amā-bis	You will love
3rd person singular	amā-bit	He/she/it will love
1st person plural	amā-bimus	We shall love
2nd person plural	amā-bitis	You will love
3rd person plural	amā-bunt	They will love
1st person singular	monē-bō	I shall warn
2nd person singular	monē-bis	You will warn
3rd person singular	monē-bit	He/she/it will warn
1st person plural	monē-bimus	We shall warn
2nd person plural	monē-bitis	You will warn
3rd person plural	monē-bunt	They will warn



## Exercise 2.1

Study the information above about the future tense. Notice how the endings are added to the present stem of the verb. Notice also how the word *shall* should really be used instead of *will* in the 1st person, although this may sound a little old-fashioned. Translate into English:

- |                |               |
|----------------|---------------|
| 1 festinābunt. | 6 manēbunt.   |
| 2 laborābis.   | 7 nāvigābis.  |
| 3 terrēbimus.  | 8 dēlēbunt.   |
| 4 amābitis.    | 9 timēbō.     |
| 5 vocābit.     | 10 iubēbitis. |

## Exercise 2.2

Translate into Latin:

- |                          |                        |
|--------------------------|------------------------|
| 1 I shall build.         | 6 We shall laugh.      |
| 2 They will have.        | 7 You (pl.) will have. |
| 3 You (sing.) will sing. | 8 They will call.      |
| 4 He will destroy.       | 9 You (pl.) will work. |
| 5 She will hurry.        | 10 We shall see.       |

## Exercise 2.3

Translate into English:

- |                 |                  |
|-----------------|------------------|
| 1 dabit.        | 11 monēbis.      |
| 2 habitābis.    | 12 movēbitis.    |
| 3 intrābunt.    | 13 rīdēbunt.     |
| 4 laudābō.      | 14 timēbō.       |
| 5 necābitis.    | 15 vidēbis.      |
| 6 oppugnābimus. | 16 dēlēbunt.     |
| 7 portābō.      | 17 iubēbō.       |
| 8 rogābunt.     | 18 respondēbunt. |
| 9 stābis.       | 19 tenēbit.      |
| 10 habēbimus.   | 20 terrēbimus.   |



## ○ Non-increasing 3rd declension nouns

Most 3rd declension nouns have (at least) one more syllable in their genitive singular than in their nominative singular, and are thus said to be *increasing*.

E.g.    rēx (1 syllable);        rēgis (2 syllables)  
          mīles (2 syllables);    mīlitis (3 syllables)  
          iter (2 syllables);        itineris (4 syllables)

But there is a class of 3rd declension nouns which does not do this and is thus called *non-increasing*.

E.g.    cīvis (2 syllables);    cīvis (2 syllables)  
          mare (2 syllables);    maris (2 syllables)

Masculine and feminine non-increasing nouns decline like cīvis, cīvis, c. = citizen. Neuter ones decline like mare, maris, n. = sea. The endings to watch out for are shown in bold.

Nom.	cīvis	mare
Voc.	cīvis	mare
Acc.	cīv-em	mare
Gen.	cīv-is	mar-is
Dat.	cīv-ī	mar-ī
Abl.	cīv-e	mar-ī
Nom.	cīv-ēs	mar-ia
Voc.	cīv-ēs	mar-ia
Acc.	cīv-ēs	mar-ia
Gen.	cīv-ium	mar-ium
Dat.	cīv-ibus	mar-ibus
Abl.	cīv-ibus	mar-ibus

### Common exceptions

There are some nouns which *increase* but which take their endings from cīvis and mare, and there are some which do *not* increase, but which take their endings from rēx and corpus.

- 1 The following non-increasing nouns go like rēx (i.e. they go -um in the genitive plural):  
       senex (old man), iuvenis (young man), pater (father), māter (mother), frāter (brother).

These are easy to remember because they are all members of the family.

- 2 Monosyllables which have a stem ending in two consonants go like *cīvis* (i.e. they go *-ium* in the genitive plural):  
E.g. *urbs*, *urb-is*, f. = city; *mōns*, *mont-is*, m. = mountain.

## Exercise 2.4

Translate into English:

- 1 *rēx Rōmānōrum cīvēs monuit.*
- 2 *militēs ducem ad mare dūxērunt.*
- 3 *Rōmulus urbem magnam aedificābit.*
- 4 *militēs urbem hostium oppugnābunt.*
- 5 *militēs prope urbem superāvimus.*
- 6 *senex Rōmānōs dē hostibus monuit.*
- 7 *mulier parentēs coniugis nōn amābat.*
- 8 *iuvenis maria patriae vidēre cupiēbat.*
- 9 *nautae nāvem ad insulam nāvigābunt.*
- 10 *Ulixēs per multās terrās et maria alta errābat.*

## Exercise 2.5

Translate the following into Latin:

- 1 Kings did not rule in the city of the Romans.
- 2 The soldiers will wait for the famous leader.
- 3 We shall attack the city with many arrows.
- 4 Why has the leader warned the soldiers?
- 5 The Romans will watch the leader of the city.
- 6 We shall carry the food and wine to the temple of the citizens.
- 7 We made long journeys through seas and high mountains.
- 8 I was playing in the river with the young man.
- 9 The young man loved his dear wife.
- 10 The old men will wander through the high mountains.

## Exercise 2.6

Study the following passage and answer the questions on the opposite page.

### Ulysses and the enchantress Circe

Ulixēs cum comitibus ōlim ad īnsulam Aeaeam nāvigāvit. in īnsulā habitābat Circe, dea propter artem magicam nōta. Ulixēs, ubi ad īnsulam advēnit, prope mare, prope nāvem manēbat. aliōs comitēs manēre, aliōs cum Eurylochō, virō validō et nōtō, aquam petere iussit. Eurylochō et 5 comitibus ‘festināte!’ inquit Ulixēs. ‘aquam et cibum invenite et ad nāvem portāte!’

Eurylochus et comitēs in partem interiōrem īnsulae festināvērunt et mox magnam domum in mediā silvā\* vīdērunt. prope domum multa animālia errābant. tum dea pulchra ad Graecōs appropinquāvit et cibum dedit. laeti 10 erant et deam laudāvērunt. Eurylochus sōlus deam timēbat nec in domum deae intrāvit. subitō dea saeva virōs virgā percussit et in suēs vertit. Eurylochus fūgit et tūtus ad reliquōs Graecōs vēnit. ibi duci fābulam dē periculō comitum nārrāvit.

Ulixēs perterritus erat sed in partem interiōrem īnsulae festināvit. ‘comitēs 15 nostrōs servābō!’ inquit.

\* See note on *In the middle on the opposite page*.



■ Ulysses' men turned into pigs by Circe – from a classical Greek oil flask

Aeaea, -ae, f. = Aeaea  
(an island)  
ars, artis, f. = art, skill  
magicus, -a, -um = magic  
alii ... alii = some ... others  
interiōrem (acc.) = the  
interior (adjective)  
domum (acc. f.) = house  
silva, -ae, f. = wood  
animal, animālis, n. = animal  
virga, -ae, f. = rod  
percutiō, -ere, percussī = I  
strike  
sus, suis, c. = pig  
vertō, -ere, vertī = I turn  
reliquus, -a, -um = remaining  
fābula, -ae, f. = story

- 1 Ulixēs cum comitibus ōlim ad īnsulam Aeaeam nāvigāvit (line 1). Where and with whom was Ulysses travelling?
- 2 in īnsulā habitābat Circe, dea propter artem magicam nōta (lines 1–2). Who or what was Circe?
- 3 Ulixēs, ubi ad īnsulam advēnit, prope mare, prope nāvem manēbat (lines 2–3). What did Ulysses do when he arrived at the island?
- 4 aliōs comitēs manēre, aliōs cum Eurylochō ... aquam petere iussit (lines 3–4). How did Ulysses organise his men when they arrived on the island?
- 5 cum Eurylochō, virō validō et nōtō (line 4). How is Eurylochus described?
- 6 ‘festināte!’ inquit Ulixēs. ‘aquam et cibum invenīte et ad nāvem portāte!’ (lines 5–6). What did Ulysses order his men to do?
- 7 Eurylochus et comitēs in partem interiōrem īnsulae festināvērunt (line 7). Where did Eurylochus and his companions make for?
- 8 magnam domum in mediā silvā vīdērunt (line 8). What did they see when they got there?
- 9 prope domum multa animālia errābant (lines 8–9). Who or what did they see near the building?
- 10 tum dea pulchra ad Graecōs appropinquāvit et cibum dedit (line 9). What happened next?
- 11 laetī erant et deam laudāvērunt (lines 9–10). What was the reaction of the Greeks?
- 12 Eurylochus sōlus deam timēbat nec in domum deae intrāvit (lines 10–11). How was Eurylochus’s reaction different from that of his companions?
- 13 subitō dea saeva virōs virgā percussit et in suēs vertit (line 11). What did Circe do suddenly?
- 14 Eurylochus ... inquit (lines 12–15). Translate these lines.

## Go further

### In the middle

There are some adjectives in Latin which we use as nouns in English.

A good example of this is *medius* = middle. Where we in English say ‘the middle of the island’, in Latin they appear to have said ‘the middle island’. A similar thing happens with *summus* = top.

E.g. in *mediam īnsulam* = into the middle of the island

E.g. ad *summum montem* = to the top of the mountain

## ○ Future tense of *sum*

The future tense of *sum* has endings which rhyme with the future endings of *amō* and *moneō*, and are therefore quite easy to recognise.

1st person singular	erō	I shall be
2nd person singular	eris	You will be
3rd person singular	erit	He/she/it will be
1st person plural	erimus	We shall be
2nd person plural	eritis	You will be
3rd person plural	erunt	They will be

### Exercise 2.7

Translate into English:

- 1 miles Rōmānus semper erō.
- 2 tū rēx numquam eris.
- 3 puella pulchra uxor rēgis erit.
- 4 iuvenis cārus rēgīnae erit.
- 5 socii Graecōrum erimus.
- 6 vōs tūti semper eritis.
- 7 mei comitēs perterriti erunt.
- 8 mox dux fessus erit.
- 9 hostēs diū saevi erunt.
- 10 senex laetus semper erō.

## Exercise 2.8

Study the following passage and answer the questions below.

### Ulysses to the rescue

Ulixēs, ubi Eurylochus dē comitibus nārrāvit, per silvās ad domum deae festinābat. in itinere nūntium deōrum, Mercurium, dux Graecus vidit. deus auxilium ducī dare cupiēbat. ‘frūstrā contrā deam pugnābis’ inquit. ‘meō tamen auxiliō tūtus eris.’ tum herbam magicam dedit et multa\* dē  
5 deā monēbat.

Ulixēs ad domum deae appropinquāvit. multa animālia vīdit et clāmōrēs audīvit. comitēs tamen nōn vīdit. subitō dea Cīrce advēnit et ducem virgā percussit. ‘comitēs tuōs’ inquit ‘in suēs vertī et nunc tū quoque sus eris!’ Ulixēs tamen, auxiliō deī, tūtus erat. Cīrce irāta clāmāvit sed  
10 tandem Graecōs in formam hūmānam reddidit.

\*See multa = many things, below

silva, -ae, f. = wood	percutiō, -ere, percussī = I strike
domum (acc. f.) = house	sus, suis, c. = pig
Mercurius, -ī, m. = Mercury	vertō, -ere, vertī = I turn
herba, -ae, f. = herb	forma, -ae, f. = form
magicus, -a, -um = magic	humānus, -a, -um = human
animal, animalis, n. = animal	reddō, -ere, reddidī = I return
virga, -ae, f. = rod	

- 1 Translate the passage into English.
- 2 From the passage, give an example of each of the following:
  - (a) a 3rd declension neuter noun
  - (b) a preposition followed by the ablative
  - (c) an adverb
  - (d) a verb in the future tense
- 3 dedit (line 4).
  - (a) Give the person of this verb.
  - (b) Give the tense of this verb.
  - (c) Give the first person singular, present tense of this verb.
- 4 clāmōrēs (line 6).
  - (a) In which case is this noun?
  - (b) Why is this case used?

- 5 *advēnit* (line 7). Explain the connection between this word and the English word *advent*.
- 6 *festinābat* (line 2). This means **he hurried**. How would you say in Latin **he hurries**?
- 7 Translate the following sentences into Latin:
- (a) The inhabitant was warning the sailor.
- (b) We shall carry the big shields.

### **multa = many things**

Where in Latin an adjective is used without a noun, we do something called 'understanding' (that is, translating as if the missing word were there), using the gender of the adjective to guide us.

Thus:

*multī* (with no noun) = many men

*multae* (with no noun) = many women

*multa* (with no noun) = many things

## **Julius Caesar**

Perhaps the most famous Roman of all time, Julius Caesar was born in 100 BC. He was a very successful general, and greatly extended Roman rule, notably through the Gallic Wars during which he conquered most of what we now call France and Germany. During this period, Caesar made two invasions of Britain, in 55 and 54 BC. The first invasion was hampered by poor weather, and after a limited success against the Britons the Romans withdrew back to Gaul to regroup. The following year they returned with five legions and advanced into Britain as far as the River Thames. Once again they were plagued by bad weather, which forced Caesar to return to the shore to repair his ships. The Britons were well led by their leader, Cassivellaunus, but eventually the Romans managed to defeat them before returning to Gaul with hostages and the promise of an annual tribute. It would be another hundred years before the Romans returned.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

## Exercise 2.9

Study the following passage and answer the questions below.

### Caesar's first invasion of Britain, 55 BC

- Caesar, postquam Galliam vicit, in Britanniam venire cupiebat. duas legiones colligit, septimam et decimam, et multis cum navibus trans mare navigavit. ubi advenerunt, Romani multos incolas saevos et multa esseda prope oram viderunt. ad ancoras manebant nec tamen in mare, 5 quod altum erat, desilire cupiebant. tandem miles qui decimae legionis aquilam portabat 'desilite' inquit 'militēs, nisi cupitis aquilam hostibus prodere. ego patriam et ducem meum servabo.' tum miles in mare desiluit et cum incolis pugnabat. multi Romani statim in mare altum desiluērunt et mox barbaros\* superaverunt.
- 10 post proelium tamen tempestas magna coorta est et naves Romanorum delēvit. Caesar et milites cibum non habebant et mox in Galliam redire constituerunt.

\* The Romans referred to those who were not Roman citizens as barbarians.

legiō, -ōnis, f. = legion  
 colligō, -ere, collēgi = I gather  
 essedum, -ī, n. = war-chariot  
 ōra, -ae, f. = shore  
 ad ancoras maneō = I lie at anchor  
 nec tamen = but ... not  
 desiliō, -ire, desilui = I jump down  
 qui = who

aquila, -ae, f. = eagle, standard of legion  
 nisi = unless  
 prodō, -ere = I betray  
 barbari, -ōrum, m. pl. = barbarians  
 tempestas, -ātis, f. = storm  
 coorta est = arose

- 1 Translate the passage into English.
- 2 From the passage, give in Latin one example of each of the following:
  - (a) a present infinitive
  - (b) a verb in the future tense
  - (c) an adverb
  - (d) an imperative
- 3 delēvit (line 11).
  - (a) Give the person of this verb.
  - (b) Give the tense of this verb.
  - (c) Give the first person singular, present tense of this verb.



- 4 incolis (line 8).
- (a) In which case is this noun?
- (b) Why is this case used?
- 5 servābō (line 7). This means **I shall save**. How would you say in Latin **I was saving**?
- 6 cōstituērunt (line 12). Explain the connection between this word and the English word **constitution**.
- 7 Translate the following sentences into Latin, using the vocabulary given below:
- (a) The messenger was announcing the delay.
- (b) We were giving gifts to the Greeks.
- messenger = nūntius, -ī, m.                      I give = dō, dare, dedī, datum
- I announce = nūntiō (1)\*                      gift = dōnum, -ī, n.
- delay = mora, -ae, f.                      Greek = Graecus, -a, -um

\* If a verb is entirely regular, it is common practice simply to put its conjugation number in brackets, rather than giving its principal parts.

## Vocabulary 2

Latin Nouns	English
cīvis, cīvis, c.	citizen
hostis, hostis, c.	enemy
iuvenis, iuvenis, c.	young man, young person
mare, maris, n.	sea
mōns, montis, m.	mountain
nāvis, nāvis, f.	ship
senex, senis, m.	old man
urbs, urbis, f.	city
Adjectives	
cārus, -a, -um	dear
cēterī, -ae, -a	the rest, others
longus, -a, -um	long
medius, -a, -um	middle
Verbs	
appropinquō, -āre, -āvi, -ātum	I approach
errō, -āre, -āvi, -ātum	I wander
exspectō, -āre, -āvi, -ātum	I wait for

## Slavery

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

One of the least attractive aspects of the Roman world was the existence of slavery. In the story of Odysseus and Circe, the enchantress turned men into pigs and kept them in captivity for her own amusement. But it wasn't just in stories: the Romans kept men in captivity as slaves, as the Greeks had before them. Slaves could be bought and sold from dealers called *vēnālicīi* or *mangōnēs* and became the property of their owners until such time as the owners decided to give them their freedom. Some lived and worked in households with their owners; others worked on large farms or in the mines. Their treatment varied, but beatings were common and it was not unheard of for a slave to be killed by his master (although this was illegal).

If a slave had been loyal and hard-working, he might be granted his freedom or *manumissiō*, at which point his status changed from slave to that of freedman or *libertus*.



■ Slaves preparing wine – from a Roman stone relief

## Exercise 2.10

- (a) (i) Tell the story of what happened when Circe turned Odysseus's men into pigs.
- (ii) Give two reasons why Odysseus's men would have considered him to be an exceptional leader.
- (b) (i) Describe what it was like to be a slave in Ancient Rome.
- (ii) Which features of ancient slavery do you consider to have been most unfair?

# 3

## The future tense (contd.); nōnne and num

### Future of regō, audiō and capiō

The future tense of verbs of the 3rd, 4th and mixed conjugations is markedly different from that of verbs of the 1st and 2nd. It is very easy to confuse these endings with the present tense endings of moneō, so you need to take great care.

1st person singular	reg-am	audi-am	capi-am
2nd person singular	reg-ēs	audi-ēs	capi-ēs
3rd person singular	reg-et	audi-et	capi-et
1st person plural	reg-ēmus	audi-ēmus	capi-ēmus
2nd person plural	reg-ētis	audi-ētis	capi-ētis
3rd person plural	reg-ent	audi-ent	capi-ent

### Exercise 3.1

Translate into English:

- |               |                |
|---------------|----------------|
| 1 bibet.      | 11 ostendam.   |
| 2 regēmus.    | 12 pōnētis.    |
| 3 cōstitutam. | 13 scribēs.    |
| 4 currētis.   | 14 cōspiciet.  |
| 5 dīcam.      | 15 accipient.  |
| 6 discēdent.  | 16 effugiēmus. |
| 7 dūcet.      | 17 cupiētis.   |
| 8 legam.      | 18 faciam.     |
| 9 lūdēs.      | 19 iaciet.     |
| 10 mittent.   | 20 fugient.    |

## Exercise 3.2

Translate into Latin:

- |                            |                         |
|----------------------------|-------------------------|
| 1 He will hear.            | 11 You (pl.) will read. |
| 2 They will drink.         | 12 We shall send.       |
| 3 I shall capture.         | 13 I shall show.        |
| 4 We shall decide.         | 14 We shall place.      |
| 5 She will run.            | 15 He will rule.        |
| 6 You (sing.) will depart. | 16 She will write.      |
| 7 We shall sleep.          | 17 They will come.      |
| 8 I shall lead.            | 18 I shall receive.     |
| 9 They will make.          | 19 We shall flee.       |
| 10 We shall throw.         | 20 They will escape.    |

## Exercise 3.3

Translate into English. Take great care over the tense of the verbs in these sentences.

- 1 uxor ducis templum dēlet.
- 2 comitēs iuvenis in agrīs manent.
- 3 vir lūcem clāram coniugī ostendet.
- 4 hostēs senēs in mare dūcent.
- 5 militēs multa vulnera in proeliō accipient.
- 6 paucās nāvēs ad īnsulam nāvigāre cōstituistis.
- 7 corpora multōrum militum mortuōrum cōspeximus.
- 8 paucī dōna ā rēge saevō accipient.
- 9 senex ē proeliō saevō sōlus effūgit.
- 10 paucī nautae ab īsulā deae vivī effūgērunt.

## ○ nēmō and nihil

These two nouns are a little peculiar. nēmō = no one is a 3rd declension, common noun which declines as follows:

Nom.	nēmō
Acc.	nēminem
Gen.	nūllius
Dat.	nēminī
Abl.	nūllō

nihil = nothing is a neuter noun which we will only see used in the nominative and accusative. It does have other forms but we don't need to worry about them at this stage.

## ○ nōnne and num

We have already learnt how to ask questions in Latin, using either -ne or a questioning word such as quis?, cūr? or ubi?

If, however, we wish to ask a question which expects either a positive or a negative answer, we use nōnne or num: nōnne expects the answer yes, num expects the answer no.

E.g. nōnne mātrem tuam amās? = You love your mother, don't you?

E.g. num aquam timēs? = You are not afraid of the water, are you?

## ○ et ... et

The Latin for 'both ... and' is et ... et.

E.g. et puerī et puellae in templum festinābant = Both the boys and the girls were hurrying into the temple.

### Exercise 3.4

Translate into English:

- 1 cūr in agrīs ambulābās?
- 2 dormiēsne in urbe magnā?
- 3 num in agrīs currētis?
- 4 nōne cīvis ē nāve discessit?
- 5 et magister et poēta puerīs legent.
- 6 ubi labōrābātis, agricolae?
- 7 quis incolās patriae reget?
- 8 nōne magister puerōs et puellās terret?
- 9 et puerī et puellae vulnera habent.
- 10 quid rēx virō nōtō dedit?

### Exercise 3.5

Translate into Latin:

- 1 The farmer loves both his wife and his daughter, doesn't he?
- 2 Will the woman hurry into the city of the enemy?
- 3 Will the leader wait for the remaining soldiers?
- 4 The young man has not read the book, has he?
- 5 We will overcome the enemy soon, won't we?
- 6 Why are both the tired man and the slave-girl standing near the river?
- 7 Where will you place the dead leader's body?
- 8 Will the slaves send the poet to the king?
- 9 What have the slave-girls prepared for the woman?
- 10 The enemy will not overcome the Roman citizens, will they?

## Exercise 3.6

Study the following passage and answer the questions below.

### Caesar's second invasion of Britain, 54 BC

Caesar, quod barbarōs superāre cupiēbat, quīnque legiōnēs trāns mare in Britanniam dūxit. milītēs, ubi advēnērunt, ancorās iēcērunt et in mare dēsiliērunt. ad flūmen Rōmānī iter fēcērunt et hostēs cum equitibus et essedīs cōspexērunt. diū pugnātum est sed tandem milītēs legiōnis

5 septimae testūdinem fēcērunt et ad mūnitiōnēs hostium aggerem adiēcērunt. tum locum cēpērunt et hostēs ē silvīs expulērunt.

postrīdiē tempestās magna coorta est et multās nāvēs Rōmānōrum dēlēvit. Caesar milītēs ad litus dūxit et nāvēs refēcit. tum iterum ad castra hostium cōpiās redūxit. hīc barbarōs invēnit cum duce, nōmine

10 Cassivellaunō. hic dux clārus erat et prope flūmen Tamesim Rōmānōs expectābat. Caesar cōpiās hostium in rīpā flūminis cōspexit et milītēs suōs oppugnāre iussit. in flūmen ruērunt ubi multās sudēs acūtās, et in rīpā et sub aquā, invēnērunt. tandem Rōmānī hostēs superāvērunt et mox Cassivellaunus pācem petīvīt. tum Caesar cum cōpiīs et multīs obsidibus

15 in Galliam revēnit.

barbarī, -ōrum, m. pl. = barbarians  
legiō, -ōnis, f. = legion  
ancorās iaciō = I cast anchor  
dēsiliō, -īre, dēsiliū = I jump down  
equitēs, equitum, m. pl. (3) = cavalry  
essedum, -ī, n. = war-chariot  
pugnātum est = the battle raged  
testūdō, -inis, f. = a tortoise formation  
mūnitiō, -ōnis, f. = a fortification  
aggerem adiciō = I throw up a rampart  
silva, -ae, f. = wood  
postrīdiē = on the next day  
tempestās, -ātis, f. = storm

coorta est = arose  
lītus, litoris, n. = shore  
reficiō, -ere, refēcī = I repair  
castra, -ōrum, n. pl. = camp  
hic = this man, he (emphatic)  
Tamesis (acc. Tamesim) = Thames  
rīpa, -ae, f. = river bank  
sudis, -is, f. = stake  
acūtus, -a, -um = sharp  
pāx, pācis, f. = peace  
petō, -ere, petīvī = I seek  
obses, obsidis, c. = hostage

1 Caesar ... in Britanniam dūxit (lines 1–2).

(a) Why did Caesar sail to Britain?

(b) Who or what did he take with him?

2 milītēs, ubi advēnērunt, ancorās iēcērunt et in mare dēsiliērunt (lines 2–3).  
What two things are we told about the soldiers on their arrival in Britain?

3 ad flūmen Rōmānī iter fēcērunt et hostēs cum equitibus et essedīs cōspexērunt (lines 3–4). What did the Romans see at the end of their journey?



- 4 *diū pugnātum ... aggerem adiēcērunt* (lines 4–6).
- Give two military tactics that the Romans employed during the battle.
  - Which of the legions was involved in this?
- 5 *tum locum cēpērunt et hostēs ē silvīs expulērunt* (line 6). What was the result of these tactics?
- 6 *nāvēs* (line 7).
- Give the case of this noun.
  - Why is it in this case?
- 7 *dēlēvit* (line 8).
- In which tense is this verb?
  - Give the 1st person singular of the present tense.
- 8 *iterum* (line 8). What type of word is this?
- 9 *hostium* (line 9).
- Give the case and number of this noun.
  - Give its nominative singular.
- 10 *clārus* (line 10). Explain the connection between this word and the English word **clarity**.
- 11 *exspectābat* (line 11). This means **he waited**. How would you say in Latin **he will wait**?
- 12 *rīpā* (line 11).
- In which case is this noun?
  - Why is this case used?
- 13 *cōspexit* (line 11).
- In which tense is this verb?
  - Give its 1st person singular, present tense.
  - Give its present infinitive.
- 14 From lines 7–15 (*postrīdie ... revēnit*), give one example of each of the following:
- a neuter 3rd declension noun
  - a preposition followed by the ablative
  - a preposition followed by the accusative
  - an adjective
  - a present infinitive
- 15 Translate lines 7–15 of the passage (*postrīdie ... revēnit*) into English.

## The Roman army

Caesar's soldiers would have been much better equipped than the British tribesmen led by Cassivellaunus. Each legion, led by a legatus, would have numbered around 5,300 men. This was divided into ten cohorts, each made up of six centuries.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

Soldiers carried a gladius (sword), a pīlum (spear), a pugiō (dagger) and a scūtum (shield). They wore a galea (helmet), lōrica (breastplate) and caligae (sandals).

They would have used catapults such as the tormentum, the onager and the ballista. When attacking enemy fortifications, they would often form a testūdō (tortoise) by holding up their shields to form a covering for their heads and sides.



■ A Roman soldier

## Exercise 3.7

Revision of verbs. Which part of which verb are the following? Translate them into English.

- |                    |              |
|--------------------|--------------|
| 1 abest            | 11 habent    |
| 2 accipiēs         | 12 iaciunt   |
| 3 aderant          | 13 iube      |
| 4 appropinquābitis | 14 lūdere    |
| 5 audient          | 15 mittēmus  |
| 6 bibēbat          | 16 ostendunt |
| 7 cōspexit         | 17 rīdētis   |
| 8 dēlēte           | 18 stetit    |
| 9 errant           | 19 erat      |
| 10 fugient         | 20 esse      |

## Exercise 3.8

Revision of nouns. Which part of which noun are the following? Where necessary, other Latin words are included to make clear which case is being used. Translate them into English.

- |               |                   |
|---------------|-------------------|
| 1 aquam       | 11 cum parentibus |
| 2 cīvium      | 12 pecūnia        |
| 3 ad comitēs  | 13 ō poēta        |
| 4 coniugī     | 14 rēgīna         |
| 5 cum filiā   | 15 rēgī           |
| 6 in flūmina  | 16 senis          |
| 7 miles       | 17 urbs           |
| 8 dē montibus | 18 cum uxōre      |
| 9 in nāvēs    | 19 virtūtis       |
| 10 nōminum    | 20 in vulnera     |

## Exercise 3.9

Study the following passage and answer the questions below.

### Circe warns Ulysses of the dangers that lie ahead

- Ulixēs, quod ad patriam suam revenīre cupiēbat, ab insulā deae Circēs discēdere parābat. dea autem eum amābat et dē multis periculis monuit. ‘prope insulam nāvigābis ubi habitant Sirēnēs,’ inquit. ‘vōcēs pulchrās habent sed saevae sunt et tē occidere cupient. postea cavē Scyllam et
- 5 Charybdem! dēnique ad insulam Sōlis appropinquābis. sī bōvēs Sōlis cōsumēs, numquam domum vidēbis.’ Ulixēs, ubi ā Circe discessit, vōcēs Sirēnum audire cupiēbat. nautās igitur cēram in aurēs pōnere iussit et ‘mē mālō vincite!’ inquit. ubi autem ad insulam appropinquābat, Ulixēs nautīs clāmāvit. ‘festināte ad insulam’ inquit, ‘comitēs mei. ad
- 10 vōcēs pulchrās festināte!’ vōcem tamen ducis nautae nōn audiēbant et ad salūtem nāvigāverunt.
- tum Ulixēs et comitēs prope duo saxa nāvigābant ubi habitābant Scylla et Charybdis, mōnstra saeva. Scylla multa capita, multōs pedēs habēbat, et virōs cōsumēbat. Charybdis in marī altō nāvēs ēvertēbat. prope saxum Scyllae
- 15 Ulixēs nāvem nāvigāre cōstituit. subitō mōnstrum sex nautās superāvit et cōsumpsit. cēterī Graecī tamen Charybdem vitāverunt et ē periculō discessērunt.



■ The monster Scylla attacks Ulysses and his men – an artist's impression

reveniō, -ire = I return, come back  
 Circe, Circēs, f. = Circe  
 eum = him  
 Sirēnēs, -um, f. pl. = the Sirens  
 Scylla, -ae, f. = Scylla  
 Charybdis, -is, f. = Charybdis  
 dēnique = finally  
 Sōl, Sōlis, m. = the sun  
 sī = if  
 bōs, bovis, c. = cow  
 domum (acc.) = home  
 cēra, -ae, f. = wax  
 auris, -is, f. = ear  
 mālus, -ī, m. = mast  
 vinciō, -ire = I tie, bind  
 salūs, salūtis, f. = safety  
 saxum, -ī, n. = rock  
 mōnstrum, -ī, n. = monster  
 caput, capitis, n. = head  
 pēs, pedis, m. = foot  
 ēvertō, -ere, ēvertī = I overturn

- 1 Ulixēs ... discēdere parābat (lines 1–2). Why was Ulysses preparing to leave Circe's island?
- 2 dea autem eum amābat et dē multīs periculīs monuit (line 2). Why did Circe warn Ulysses?
- 3 'vōcēs pulchrās habent sed saevae sunt et tē occidere cupient...' (lines 3–4). What do we learn about the Sirens in these lines?
- 4 sī bōvēs Sōlis cōnsūmēs, numquam domum vidēbis (lines 5–6). What was the likely consequence of eating the cattle of the sun?
- 5 nautās igitur cēram in aurēs pōnere iussit et 'mē mālō vincite!' inquit (lines 7–8). Why do you think Ulysses gave these instructions to his men?
- 6 vōcem tamen ducis nautae nōn audiēbant (line 10). Why did Ulysses's men not obey his commands?
- 7 comitēs (line 12). In which case is this noun?
- 8 multa (line 13).
  - (a) Give the gender of this adjective.
  - (b) With which noun does it agree?
- 9 habēbat (line 13). Give the Latin subject of this verb.
- 10 cōnsūmēbat (line 14). Give the Latin object of this verb.
- 11 nāvigāre (line 15). Which part of which verb is this?
- 12 cōnsūmpsit (line 16). Explain the connection between this word and the English word **consumption**.
- 13 discessērunt (line 17).
  - (a) In which tense is this verb?
  - (b) Give its present infinitive.
  - (c) How would you say in Latin **they will depart**?
- 14 From lines 12–17, give an example of each of the following:
  - (a) a 3rd declension neuter noun
  - (b) a verb in the imperfect tense
  - (c) a 2nd declension masculine noun
- 15 tum ... discessērunt (lines 12–17). Translate these lines into English.

## Vocabulary 3

Latin Verbs	English
accipiō, -ere, accēpī, acceptum	I receive
cōspiciō, -ere, cōspexī, cōspectum	I catch sight of
effugiō, -ere, effūgī	I escape
fugiō, -ere, fūgī, fugitum	I flee
Adjectives	
mortuus, -a, -um	dead
paucī, -ae, -a	few
sōlus, -a, -um	alone
vīvus, -a, -um	alive
Adverbs	
nōne?	introduces a question expecting the answer 'yes'
num?	introduces a question expecting the answer 'no'
Nouns	
nēmō, nullius, c.	no one
nihil	nothing
virtus, virtūtis, f.	courage
vōx, vōcis, f.	voice
vulnus, vulneris, n.	wound

### Exercise 3.10

- (a) (i) Tell the story of Julius Caesar's invasions of Britain in 55 and 54 BC.
- (ii) To what extent were the Britons able to resist the superior military might of the Romans?
- (b) (i) Describe (with the aid of diagrams if you wish) the equipment used by Roman soldiers.
- (ii) Give two reasons why you think the Roman army was able to acquire such a large empire.
- (c) (i) Describe how Odysseus avoided the dangers of the Sirens.
- (ii) Mention two other dangers that Odysseus was warned he would face before he could reach his home.

## 4

# The pluperfect tense; numerals 11–20; personal pronouns

## The pluperfect tense

The pluperfect tense is used to describe what *had* happened in the past. The endings shown below are added to the perfect stem, and are the same for all conjugations.

1st person singular	amāv-eram	I had loved
2nd person singular	amāv-erās	You had loved
3rd person singular	amāv-erat	He/she/it had loved
1st person plural	amāv-erāmus	We had loved
2nd person plural	amāv-erātis	You had loved
3rd person plural	amāv-erant	They had loved

These endings should be very familiar, as they are simply the imperfect of *sum*.

### Exercise 4.1

Translate into English:

- |                      |                    |
|----------------------|--------------------|
| 1 nāvigāverāmus.     | 11 dederat.        |
| 2 audiverant.        | 12 habitāverātis.  |
| 3 vocāverat.         | 13 iēcerat.        |
| 4 biberant.          | 14 mīserāmus.      |
| 5 cōspexeram.        | 15 occīderam.      |
| 6 cupīverātis.       | 16 posuerat.       |
| 7 advēnerat.         | 17 rēxerāmus.      |
| 8 nōn discesserāmus. | 18 aedificāverant. |
| 9 nōn effūgeram.     | 19 vīderātis.      |
| 10 iusserāmus.       | 20 vīceram.        |

## Exercise 4.2

Translate into Latin:

- |                             |                          |                           |
|-----------------------------|--------------------------|---------------------------|
| 1 I had sailed.             | 7 We had not thrown.     | 14 We had remained.       |
| 2 You (sing.) had called.   | 8 He had fled.           | 15 You (sing.) had lived. |
| 3 You (sing.) had captured. | 9 You (pl.) had carried. | 16 I had ruled.           |
| 4 They had departed.        | 10 They had found.       | 17 She had written.       |
| 5 She had slept.            | 11 He had given.         | 18 They had feared.       |
| 6 I had seen.               | 12 They had read.        | 19 We had given.          |
|                             | 13 You (pl.) had stood.  | 20 I had come.            |

## Exercise 4.3

Translate into English:

- |  |                                    |
|--|------------------------------------|
| 1 militēs oppidum mox cēperant.        | 6 dominus saevus amīcum occīderat. |
| 2 puellae multōs puerōs vulnerāverant. | 7 incolae iter longum fēcērant.    |
| 3 dux servōs fessōs monuerat.          | 8 nūntiī flūmen altum vīderant.    |
| 4 nautae insulam vīderant.             | 9 vōcem ancillae nōn audīveram.    |
| 5 vōcem puerī fēmina nōn audīverat.    | 10 iuvenis senem numquam amāverat. |

## Exercise 4.4

You have now learnt four tenses, plus the present infinitive and imperatives, of all the regular conjugations and sum plus its compounds. Taking care over which endings are being used, translate the following into English:

- |               |                   |               |
|---------------|-------------------|---------------|
| 1 laudāvimus. | 8 nōn aderam.     | 15 erāmus.    |
| 2 adesse.     | 9 stat.           | 16 advēnistī. |
| 3 terruerat.  | 10 rīsīt.         | 17 dūxerat.   |
| 4 vērērunt.   | 11 cucurrit.      | 18 effugere.  |
| 5 pūnivistis. | 12 amābimus.      | 19 occidite.  |
| 6 mānserant.  | 13 vincere.       | 20 scribam.   |
| 7 lūdere.     | 14 festināverunt. |               |



## Exercise 4.5

Translate into Latin:

- |                            |                            |                        |
|----------------------------|----------------------------|------------------------|
| 1 We shall build.          | 8 You (sing.) had escaped. | 15 We were conquering. |
| 2 To hold.                 | 9 I was not making.        | 16 She has found.      |
| 3 You (sing.) had hurried. | 10 She will not work.      | 17 To hand over.       |
| 4 We were laughing.        | 11 He had given.           | 18 They had not asked. |
| 5 They were reading.       | 12 I have heard.           | 19 He has decided.     |
| 6 You (pl.) lead.          | 13 She was sending.        | 20 They had not stood. |
| 7 To be.                   | 14 You (pl.) will punish.  |                        |

## Numerals 11–20

The cardinals 11–20 are quite easy to recognise, but great care needs to be taken with the spelling. The numbers 18 and 19 translate literally as 'two-from-twenty' and 'one-from-twenty'.

11	XI	ūndecim
12	XII	duodecim
13	XIII	tredecim
14	XIV	quattuordecim
15	XV	quīndecim
16	XVI	sēdecim
17	XVII	septendecim
18	XVIII	duodēvigintī
19	XIX	ūndēvigintī
20	XX	vīgintī

## Personal pronouns

So far you have met personal pronouns only in the nominative and accusative. We now need to see how they behave in the other cases.

1st person			2nd person	
Nom.	egŏ	I	tŭ	You (sing.)
Voc.	–	–	tŭ	(O) you!
Acc.	mē	me	tē	you
Gen.	meī	of me	tuī	of you
Dat.	mihi	to, for me	tibi	to, for you
Abl.	mē	with, by, from me	tē	with, by, from you
Nom.	nōs	we	vōs	you (pl.)
Voc.	–	–	vōs	(O) you!
Acc.	nōs	us	vōs	you
Gen.	nostrum	of us	vestrum	of you
Dat.	nōbīs	to, for us	vōbīs	to, for you
Abl.	nōbīs	with, by, from us	vōbīs	with, by, from us

Problems can arise with the words *nōs* and *vōs* unless you are careful.

- 1 If the verb is 1st person plural, *nōs* = 'we' and is used for emphasis. If the verb is anything other than 1st person plural, *nōs* must mean 'us'.

E.g. *nōs spectāmus* = we are watching; but

*nōs spectant* = they are watching *us*.

- 2 The same applies for *vōs*. If the verb is 2nd person plural, *vōs* = 'you' (nominative or, possibly, vocative) and is used for emphasis. If it is anything else, *vōs* must be accusative.

E.g. *vōs spectātis* = you are watching; but

*vōs spectant* = they are watching *you*.

- 3 When using the preposition *cum* = 'with', it is *joined on* to the ablative of the personal pronouns as follows: *mēcum* = with me, *tēcum* = with you, *nōbiscum* = with us, *vōbiscum* = with you (pl.).

## Go further

The genitive of personal pronouns is not often found, because instead of 'of me' we usually say 'my', instead of 'of you' we say 'your', etc. But the genitive forms do occur, and to complicate things, there are two different forms for 'of us' and 'of you (pl.)' which need to be distinguished. The forms *nostrum* and *vestrum* (above) are said to be **partitive genitives**, because they are used after words which express a part (e.g. *ūnus nostrum* = one of us). But there are also the forms *nostrī* and *vestrī* which are **objective genitives**, used after nouns and adjectives in which a verbal notion is prominent (e.g. love of us = *amor nostrī*).

## Exercise 4.6

Study the information above about personal pronouns. Then translate into Latin:

- 1 To you (sing.)
- 2 To me
- 3 We see you (sing.).
- 4 You (pl.) had seen us.
- 5 He was watching you (pl.).
- 6 You (sing.) sleep but we work.
- 7 I had given the book to you (sing.).
- 8 He is walking with me.
- 9 They will warn us.
- 10 I will praise you (sing.).

## Exercise 4.7

Study the following passage and answer the questions below.

### Julius Caesar's encounter with some pirates

Iulius Caesar dux Rōmānus clārus erat. ōlim prope īnsulam Siciliam in nāve parvā cum paucīs amīcīs nāvigābat. pīrātae malī prope nāvem Caesaris forte nāvigābant. ubi Caesarem cōspexērunt, nāvem ducis clārī oppugnāvērunt. Caesarem cēpērunt et ad īnsulam Siciliam  
5 portāvērunt. ibi ducem Rōmānum diū tenēbant.

mox avāritia pīratās superāvit. prīnceps comitibus suis nūntiāvit: 'sī Caesarem hīc tenēbimus, nōnne Rōmānī pecūniam prō amicō nōbīs trādēt?' Caesar, ubi hoc audīvit, nōn timēbat. pīrātīs respondit: 'asīnī estis,' inquit. 'sī pecūniam accipiētis et mē liberābitis, tum ego vōs  
10 necābō.' pīrātae rīsērunt. Caesarem liberāvērunt et multam pecūniam ā Rōmānīs accēpērunt. laetī iam erant. nōn autem laetī erant ubi Caesar et multī militēs Rōmānī ad īnsulam Siciliam nāvigāvērunt: Rōmānī saevī pīrātās petīvērunt et occidērunt.

Adapted from CE 13+ Level 2, January 2013

Caesar, Caesaris, m. = Caesar  
pirata, -ae, m. = pirate  
avāritia, -ae, f. = greed  
prīnceps, prīncipis, m. = chief, leader  
hoc (acc.) = this  
asīnus, -ī, m. = fool

- 1 Translate the passage into English.
- 2 nōbīs (line 7).
  - (a) In which case is this word?
  - (b) Give its nominative form.
- 3 mē (line 9).
  - (a) In which case is this word?
  - (b) Give its nominative singular.
- 4 vōs (line 9).
  - (a) In which case is this word?
  - (b) Give its nominative form.
- 5 What does this story tell us about Julius Caesar? Give reasons for your answer.

## Exercise 4.8

Translate into English:

- 1 multī cīvēs mē audiēbant.
- 2 miles saevus nōs spectābit.
- 3 tē occidēre semper cupiēbam.
- 4 nōs mare amāmus, tū timēs.
- 5 militēs validī vōs capient.
- 6 Rōmulus, ō Rōmānī, in caelum iter fēcīt!
- 7 Lars Porsenna multōs Rōmānōs cēperat.
- 8 nunc māter mea tēcum ambulat.
- 9 nōs legimus, tū dormīs.
- 10 nōs multa dōna tibi dedimus.

## Exercise 4.9

Study the following passage and answer the questions below.

### Ulysses and the cattle of the Sun

ubi Ulixēs ē periculīs Scyllae et Charybdis effūgit, ad īnsulam Thrināciam nāvīgāvit. hīc deus Hyperīōn septem gregēs bovum et septem gregēs ovium habēbat et amābat. Ulixēs gregēs audiēbat sed, quod dea dē īnsulā eum monuerat, verba Circēs in mentem vērunt.

5 comitēs igitur procul ā terrā nāvīgāre iussit.

Eurylochus autem irātus erat et ‘dūrus es’ inquit ‘Ulixēs. comitēs tuī fessī sunt et dormire cupiunt; edere cupiunt; pericula maris noctū timent.’

Ulixēs virōs audiēbat et tandem ad īnsulam nāvīgāre et ad ancorās 10 manēre cōstituit. comitēs tamen dē periculīs iterum monuit et bovēs et ovēs cōsumere vetuit. ubi Graecī cibum cōsumpsērunt et dormiēbant, magna tempestās orta est. Ulixēs et comitēs nāvem ē marī trāxērunt et multōs diēs\* dum tempestās saeviēbat prope ōram manēbant. solum cibum suum edēbant nec gregibus Hyperīōnis nocēbant. tandem ubi 15 Ulixēs aberat Eurylochus et Graecī ēsuriēbant et bovēs dēi cōsumere cōstituērunt. pecudēs miserās occidērunt et dēis sacrificāverunt. tum carnem bovum cōsumpsērunt.

Ulixēs irātus erat sed post septem noctēs tempestās minuēbat et Graecī ab īnsulā discessērunt. Iuppiter tamen ventum magnum in nāvem iēcit et 20 dēlēvit. Ulixēs sōlus carīnam tenēbat sed cēterī nautae periērunt. tandem ad īnsulam Ogygiam, domum deae Calypsūs, Ulixēs advēnit.

\*A period of time is expressed in Latin by the accusative case: ‘for many days’

Scylla, -ae, f. = Scylla  
Charybdis, -is, f. = Charybdis  
Thrinācia, -ae, f. = Thrinacia  
grex, gregis, m. = flock, herd  
bōs, bovis, c. = cow (pl. = cattle)  
ovis, ovis, f. = sheep  
Circēs (gen.) = of Circe (a goddess)  
mēns, mentis, f. = mind  
procul = far  
edō, edere, ēdī = I eat  
noctū = at night  
ad ancorās maneō = I wait at anchor  
vetō, -āre, vetuī = I forbid  
tempestās, -ātis, f. = storm  
orta est = (it) arose  
trahō, -ere, trāxī = I drag

multōs diēs = for many days  
dum = while  
saeviō, -īre = I rage  
ōra, -ae, f. = shore  
Hyperīōn, -ōnis, m. = Hyperion (the sun god)  
noceō, -ēre (+ dat.) = I harm  
ēsuriō, -īre = I am hungry  
pecus, pecudis, f. = beast  
carō, carnis, f. = flesh  
nox, noctis, f. = night  
minuō, -ere = I die down, lessen  
carīna, -ae, f. = keel  
Ogygia, -ae, f. = Ogygia (an island)  
domum (acc.) = home  
Calypsūs (gen.) = of Calypso (a goddess)

- 1 ubi ... nāvīgāvit (lines 1–2). What did Ulysses do after escaping from Scylla and Charybdis?
- 2 hīc deus Hyperīōn septem gregēs bovum et septem gregēs ovium habēbat et amābat (lines 2–3). What do we learn about the god Hyperion in these lines?
- 3 Ulixēs ... vēnerunt (lines 3–4). What happened when Ulysses heard the cattle lowing, and why?
- 4 comitēs ... iussit (line 5). What instruction did Ulysses give as a result?
- 5 Eurylochus ... Ulixēs (line 6). How did Eurylochus respond to Ulysses's command?
- 6 comitēs ... timent (lines 6–8). Which three reasons did he give for challenging Ulysses's command?
- 7 Ulixēs virōs ... cōstituit (lines 9–10). What was the effect on Ulysses of Eurylochus's speech?
- 8 comitēs tamen ... vetuit (lines 10–11).
  - (a) What warning did Ulysses give?
  - (b) Give and translate the Latin word which tells us that this warning had been given before.
- 9 Ulixēs et comitēs ... manēbant (lines 12–13). What did the Greeks do when the storm blew up?
- 10 tandem ... cōsūmpsērunt (lines 14–17). What do we learn in these lines about what happened while Ulysses was absent?
- 11 noctēs (line 18).
  - (a) In which case is this noun?
  - (b) Why is this case used?
- 12 discessērunt (line 19).
  - (a) In which tense is this verb?
  - (b) Give the 1st person singular of the present tense.
- 13 magnum (line 19).
  - (a) In which case is this word?
  - (b) With which word does it agree?
- 14 dēlēvit (line 20). This means **he destroyed**. How would you say in Latin **he will destroy**?
- 15 sōlus (line 20). Explain the connection between this word and the English word **solo**.
- 16 nautae (line 20). Explain the connection between this word and the English word **nautical**.
- 17 advēnit (line 21). Give this verb's present infinitive.
- 18 Translate lines 6–17 (Eurylochus ... cōsūmpsērunt).

## Exercise 4.10

Translate into English:

- 1 dux ad īnsulam cum vigintī comitibus advēnit.
- 2 Graecī cibum et aquam in īnsulā invēnērunt.
- 3 deus militēs pūnīre cōstituerat.
- 4 quīndecim iuvenēs dōnum rēgī trādidērunt.
- 5 Caesar ad īnsulam advēnit et incolās vīcit.
- 6 nōnne iuvenis cārus ducī erat?
- 7 clāmōrēs sēdecim militum audīvimus.
- 8 num trāns ūndecim flūmina iter faciēmus?
- 9 paucī cīvēs vulnera accēperant.
- 10 nēmō pecūniam cēterīs mulieribus trādere cupiēbat.

## Vocabulary 4

Latin Verbs	English
adveniō, -īre, advēnī, adventum	I arrive
inveniō, -īre, invēnī, inventum	I find
pūniō, -īre, pūnīvī, pūnītum	I punish
trādō, -ere, trādidī, trāditum	I hand over
vincō, -ere, vīcī, victum	I conquer
Numbers	
ūndecim	eleven
duodecim	twelve
tredecim	thirteen
quattuordecim	fourteen
quīndecim	fifteen
sēdecim	sixteen
septendecim	seventeen
duodēvigintī	eighteen
ūndēvigintī	nineteen
vīgintī	twenty

## The theatre

The Romans loved stories about the heroes of mythology, and a very popular pastime was to go to the theatre, where these stories might be acted out. A typical Roman theatre was open-air and built around a semicircular stage. At the back of the stage was a permanent structure called the scaena, often painted to look like a house, and in front of the stage the most important people sat on chairs in an area called the orchestra. Tiers of seats rose up above the orchestra, with the least important spectators sitting furthest from the stage. If it was very hot, the theatre could be covered by awnings called *vēlaria*.

The actors wore masks and wigs and these were often coloured to show the type of character they represented: brown masks for males, white for female, white wigs for old men, red for slaves.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.



■ The Roman theatre at Bosra in Syria

### Exercise 4.11

- (a) (i) Tell the story of Odysseus and the cattle of the sun.
- (ii) Why do you think Odysseus's men disobeyed his warnings about the cattle?
- (b) (i) Give an account of a visit to the theatre in Roman times.
- (ii) In what ways would a visit to a Roman theatre have differed from a visit to a modern theatre?



# 5

## 3rd declension adjectives; is, ea, id

### 3rd declension adjectives

All the adjectives you have met so far have been 1st or 2nd declension (like bonus, miser or pulcher). These adjectives, as you know, take their endings from the 1st and 2nd declensions. But a large number of adjectives take their endings from the 3rd declension.

#### One termination adjectives

Some 3rd declension adjectives decline like ingēns:

ingēns, ingentis = huge			
	Masculine	Feminine	Neuter
Nom.	ingēns	ingēns	ingēns
Voc.	ingēns	ingēns	ingēns
Acc.	ingent-em	ingent-em	ingēns
Gen.	ingent-is	ingent-is	ingent-is
Dat.	ingent-ī	ingent-ī	ingent-ī
Abl.	ingent-ī	ingent-ī	ingent-ī
Nom.	ingent-ēs	ingent-ēs	ingent-ia
Voc.	ingent-ēs	ingent-ēs	ingent-ia
Acc.	ingent-ēs	ingent-ēs	ingent-ia
Gen.	ingent-ium	ingent-ium	ingent-ium
Dat.	ingent-ibus	ingent-ibus	ingent-ibus
Abl.	ingent-ibus	ingent-ibus	ingent-ibus

Other adjectives that go like ingēns are:

audāx, audācis = bold

fēlix, fēlicis = fortunate, happy

sapiēns, sapientis = wise

Adjectives like *ingēns* have endings taken from the 3rd declension, but the following points should be noted:

- 1 The endings for the nominative singular are the same for all three genders, and thus *ingēns* is said to be a **one termination** adjective.
- 2 One termination adjectives are always listed in the vocabulary with their nominative and genitive singular (e.g. *ingēns*, *ingentis*). By taking the genitive singular and chopping off the *-is*, we are left with the stem. It is to this that the endings are added.
- 3 The ablative singular ends in *-ī*, not *-e*.
- 4 In the plural, *ingēns* behaves like a non-increasing noun, adding an *i* to the genitive plural (*-ium*) and to the first three cases in the neuter (*-ia*).

## Exercise 5.1

Study the information above about 3rd declension adjectives. Notice how one termination adjectives are always listed in the vocabulary with their nominative and genitive singular forms. Then translate into English:

- 1 *insulam ingentem mox vīdimus.*
- 2 *mīlitem audācem gladiō ingentī necāvit.*
- 3 *agricola sub mūrō ingentī dormiēbat.*
- 4 *scūta ingentia in puellam miseram iēcērunt.*
- 5 *cīvēs audācēs flūmen ingēns nōn timuērunt.*
- 6 *Ulixēs cum comite audācī ambulābat.*
- 7 *incolae fēlicēs ab oppidō effūgērunt.*
- 8 *rēx saevus poētā sapientem invēnit.*
- 9 *rēgīna ancillās sapientēs nōn amābat.*
- 10 *incolae Romānī templa ingentia semper aedificābant.*

## Adjectival agreement

Take care when making 3rd declension adjectives agree with nouns. Exactly the same rules apply as for all types of adjective agreement. The noun is written first; then you work out which case, gender and number the noun is; then you put the adjective into that form.

E.g. Of the farmer:

Masculine, genitive singular  
= *agricolae*

Of the *huge* farmer  
= *agricolae ingentis*

## Exercise 5.2

Translate into Latin:

- 1 Of the fortunate farmer
- 2 Of the huge rivers
- 3 The bold girl (nom.)
- 4 The bold girls (acc.)
- 5 Towards the huge temple
- 6 With the bold soldiers
- 7 Near the fortunate leader
- 8 The huge swords (nom.)
- 9 Across the huge wall
- 10 With the bold sailor

## Exercise 5.3

Translate into English:

- 1 militēs Rōmānī hostēs prope flūmen ingēns oppugnābant.
- 2 hostēs autem mūrū ingentem prope flūmen parāverant.
- 3 Lars Porsenna, rēx hostium, militēs audācēs ad Rōmānōs dūxit.
- 4 Rōmānī autem hostēs audācēs nōn timēbant et in proelium festīnāvērunt.
- 5 hostēs Rōmānōs audācēs vīdērunt nec tamen\* fugere cupiēbant.
- 6 ego virtūtem militum audācium iam laudāveram.
- 7 parentēs mihi nōmen poētae fēlicis dedērunt.
- 8 amīcus fēlix mēcum in templum ingēns festīnāverat.
- 9 iuvenēs audācēs cum servīs fēlicibus bibēbant.
- 10 homō fēlix coniugem semper amābit.

\*Remember, the Latin for 'but not' is nec tamen. Do NOT write sed followed by non.

### Two termination adjectives

You have now met a 3rd declension adjective and realised how easy it was. But most 3rd declension adjectives are not one termination, like ingēns, but *two termination*, like trīstis:

trīstis, trīste = sad, gloomy			
	Masculine	Feminine	Neuter
Nom.	trīstis	trīstis	trīst-e
Voc.	trīstis	trīstis	trīst-e
Acc.	trīst-em	trīst-em	trīst-e
Gen.	trīst-is	trīst-is	trīst-is
Dat.	trīst-ī	trīst-ī	trīst-ī
Abl.	trīst-ī	trīst-ī	trīst-ī
Nom.	trīst-ēs	trīst-ēs	trīst-ia
Voc.	trīst-ēs	trīst-ēs	trīst-ia
Acc.	trīst-ēs	trīst-ēs	trīst-ia
Gen.	trīst-ium	trīst-ium	trīst-ium
Dat.	trīst-ibus	trīst-ibus	trīst-ibus
Abl.	trīst-ibus	trīst-ibus	trīst-ibus

- 1 Trīstis is said to be **two termination** because in the nominative singular it has two different endings, one for the masculine and feminine, and one for the neuter.
- 2 To show that it is a two termination adjective, the two nominative singular forms are given (trīstis, trīste). This is often abbreviated to trīstis, -e.
- 3 The stem of two termination adjectives can be found by going to the neuter form (trīste) and chopping off the -e.

## Exercise 5.4

Study the information above about 3rd declension adjectives like trīstis. Most 3rd declension adjectives decline like this, so make sure you are thoroughly familiar with it. Write out in full (all three genders, all cases, singular and plural):

- 1 facilis, facile = easy
- 2 omnis, omne = all, every
- 3 crūdēlis, crūdēle = cruel

## Exercise 5.5

Translate into Latin:

- |                            |                                 |
|----------------------------|---------------------------------|
| 1 Of the sad king          | 6 All the books (nom.)          |
| 2 To the sad farmer (dat.) | 7 Of the cruel leader           |
| 3 With the sad soldier     | 8 All the battles (nom.)        |
| 4 In the sad books         | 9 Of the bold leaders           |
| 5 O sad girls!             | 10 The difficult journey (nom.) |

## Exercise 5.6

Translate into English:

- 1 puella dōnum ingēns ad magistrum mīsit.
- 2 dux fortis multōs milītēs in proelium difficile dūcēbat.
- 3 puerī et puellae dē monte ingentī currēbant.
- 4 incolae insulae trīstēs erant.
- 5 poēta fēminīs trīstibus iam cantat.
- 6 dux trīstis cōpiās fortēs in mare dūxerat.
- 7 nostrī\* in marī diū pugnābant et nautās fortēs superābant.
- 8 mātēr trīstis fīliam laetam sub mūrō invēnit.
- 9 cūr aquam ē marī ad urbem portātis?
- 10 multōs clāmōrēs in montibus audiēbant.

\*Remember that adjectives are often used without a noun: nostrī (in the masculine) = 'our men'.

## ○ is, ea, id

We already know how to translate 'I' and 'you' and 'we' and 'us'. But what about 'him' and 'her' and 'them'? Here a small problem occurs: there is no 3rd person pronoun in Latin. Instead Latin uses the demonstrative pronoun 'that': it uses it in the masculine to mean 'he', in the feminine to mean 'she' and in the neuter to mean 'it'.

is, ea, id = that (he, she, it)			
	M	F	N
Nom.	is	ea	id
Voc.	–	–	–
Acc.	eum	eam	id
Gen.	eius	eius	eius
Dat.	eī	eī	eī
Abl.	eō	eā	eō
Nom.	eī	eae	ea
Voc.	–	–	–
Acc.	eōs	eās	ea
Gen.	eōrum	eārum	eōrum
Dat.	eīs	eīs	eīs
Abl.	eīs	eīs	eīs

- 1 The forms *iī* and *iīs* are sometimes found instead of *eī* and *eīs*.
- 2 Generally, *is, ea, id* means 'that' or 'those' *when used in agreement with a noun*. When used alone, it means 'he', 'she', 'it' or 'they'.

E.g. *agricola eum puerum videt* = The farmer sees that boy.

E.g. *agricola eum videt* = The farmer sees him.

## Exercise 5.7

Study the information above about *is, ea, id*. Then give the Latin for the following. Use pronouns (for emphasis) where italics are used.

- 1 We love him.
- 2 You (sing.) hear her.
- 3 She sees them.
- 4 We fear it.
- 5 For him
- 6 With them
- 7 Near her
- 8 *She* is singing.
- 9 I have found it.
- 10 *He* loves her.

## Exercise 5.8

Translate into Latin:

- |                         |                 |
|-------------------------|-----------------|
| 1 To me                 | 6 For you (pl.) |
| 2 From you (sing.)      | 7 With us       |
| 3 Of him                | 8 Me            |
| 4 Those soldiers (nom.) | 9 Him           |
| 5 For them              | 10 For her      |

## Exercise 5.9

Translate into English:

- |                     |                      |
|---------------------|----------------------|
| 1 dōnum tibi dedi.  | 6 cibum eius parābō. |
| 2 nōbīs dōna dedit. | 7 ad eum ambulābam.  |
| 3 māter eius        | 8 eum librum legit.  |
| 4 id flūmen         | 9 vōs timētis.       |
| 5 nōs monētis.      | 10 nōbīs cantās.     |

## Exercise 5.10

Study the following passage and answer the questions below.

### Ulysses, Calypso and the island of the Phaeacians

Ulixēs, ubi ad īnsulam Ogygiam advēnit, deam Calypsō vīdit. ea dea pulchra erat et statim Ulixem amāvit. per septem annōs dux audāx in īnsulā cum eā habitābat. tandem ad uxōrem cāram et filium revenīre cōstituit. auxiliō deae nāvem aedificāvit et ab īnsulā discessit.

- 5 Neptūnus deus maris erat. Ulixem deus nōn amābat. ubi nāvem Ulixis in marī cōspexit, irātus erat. ‘saevam tempestātem,’ inquit, ‘in Ulixem mittam. eum dēlēbō.’ Neptūnus tempestātem mīsīt et nāvem dēlēvit. Ulixēs diū in marī natābat et tandem ad litus īnsulae aliēnae tūtus\* advēnit.
- 10 dux audāx sub arbore dormiēbat. ubi sē excitāvit, turbam puellārum cōspexit. puellae in flūmine lūdēbant et laetae\* rīdēbant. Ulixēs unam ex eīs, nōmine Nausicaam, salūtāvit. ‘quis es?’ inquit. ‘cupisne mihi auxilium dare?’ puella non timēbat et sīc respondit: ‘ego Nausicaa sum,’ inquit. ‘māter mea rēgīna est, pater rēx. tē ad urbem dūcam.’

- 15 Nausicaa cum comitibus Ulixem ad urbem dūxit. celeriter trāns flūmina et per agrōs cucurrērunt, sed prope mūrōs urbis cōstitērunt. Nausicaa Ulixem iussit ibi manēre, quod cīvēs suspīciōsī erant. Ulixēs ibi breviter manēbat, inde ad villam patris puellae festināvit.

Adapted from CE 13+ Level 2, November 2013

\*Notice how Latin often uses an adjective where we in English would expect an adverb.

Calypsō (acc.) = Calypso, a divine nymph	arbor, arboris, f. = tree
annus, -ī, m. = year	sē excitō, -āre, -āvi = I wake up
reveniō, -īre, revēni = I return	cōsistō, -ere, cōstiti = I stop
tempestās, -ātis, f. = storm	suspīciōsus, -a, -um = suspicious
natō, -āre, -āvi = I swim	breviter = for a short while
lītus, litoris, n. = shore	villa, -ae, f. = house
aliēnus, -a, -um = foreign, unknown	

- 1 Translate the passage into English.
- 2 From the passage, give *four* examples of the demonstrative pronoun is, ea, id being used, giving the case, number and gender for each.
- 3 From the passage, give *three* examples of a personal pronoun being used, for each giving the case and number and saying which pronoun it comes from.

## Translating his, her, its and their

- 1 One way to translate 'his', 'her', 'its' or 'their' is to leave the words out altogether!  
E.g. puer mātrem amat = The boy loves his mother.
- 2 If, however, we wish to stress or emphasise the fact that by 'his' we mean 'his own', or by 'their' we mean 'their own', etc., we use suus, -a, -um.  
E.g. She sees her (own) brother = suum frātrem videt.  
E.g. They see their (own) mother = suam mātrem vident.
- 3 Finally, if by 'his' we mean 'someone else's', we use the genitive of is, ea, id.  
E.g. She sees his (i.e. someone else's) friend = eius amīcum videt.  
E.g. She sees their (i.e. not her) mother = eōrum mātrem videt.



## Exercise 5.11

Translate into Latin:

- 1 She loves her mother.
- 2 They do not love their country.
- 3 She loves his mother.
- 4 They love her country.
- 5 We praise you (sing.) but we do not like him.
- 6 You (sing.) praise us but you do not like them.
- 7 They praise those girls but they do not like you (pl.).
- 8 He loves that girl.
- 9 He had thrown that spear.
- 10 The name of that man is well known.

## Exercise 5.12

Translate into English:

- 1 rēx servōs miserōs ad urbem suam mīsit.
- 2 dominī multōs servōs in templum dūxērunt.
- 3 filia mīlitis eius prope mūrōs ambulābat.
- 4 hostēs in eam urbem dūcere cupiēbat.
- 5 hostēs tamen puellam miseram nōn amābant.
- 6 nōs patriam nostram semper amābimus.
- 7 in altōs montēs cum amīcīs audācibus iter fēcit.
- 8 ‘mē ad id flūmen magnum dūc!’ inquit.
- 9 multa dōna tibi et filiō tuō iam dedī.
- 10 quis eōs in mare iacere cupit?

## Exercise 5.13

In the early days of the Roman republic there was a constant conflict between the patricians (the aristocratic families descended from the original founders of Rome) and the plebeians (the common citizens). A major grievance of the plebeians was that the laws were not written down, so nobody knew what one was allowed to do. In about 450 BC, ten judges were appointed to study the laws of Athens and then write down a set of laws for Rome. These came to be known as the Twelve Tables.

One of these judges was a man called Appius Claudius. He caused something of a scandal when he tried to use his power as a judge to get hold of a girl called Verginia, despite the fact that she was already betrothed to another man. He persuaded a friend of his, Marcus Claudius, to claim that Verginia was a slave-girl belonging to him. Marcus brought her to court and the judge in the case was none other than Appius Claudius. When the girl's father realised that his daughter was going to be taken from him and given over to the wicked judge, he took drastic action...

Translate into English:

## A Roman father saves his daughter, 449 BC

ōlim cīvis Rōmānus, nōmine Appius Claudius, puellam pulchram, nōmine Vergīniam, amābat. sed pater Vergīniae eam in mātrimōnium iam prōmiserat. Appius igitur amīcō suō 'nōne tū' inquit 'mē adiuvābis? eam puellam in mātrimōnium dūcere cupiō.' amīcus eius 5 forum intrāvit et Vergīniam cēpit. ea autem fugere cupiēbat sed frūstrā. pater tamen filiam vidit et clāmāvit. 'filiam meam' inquit 'nōn capiēs. eam servābō.' inde gladium cēpit et filiam cāram occīdit. ita puellam miseram servāvit.

mātrimōnium, -iī, n. = marriage  
adiuvō, -āre, adiūvī = I help  
prōmittō, -ere, prōmīsī = I promise  
in mātrimōnium dūcō = I marry  
forum, -ī, n. = the forum

- 1 ōlim cīvis Rōmānus ... amābat (lines 1–2). What do we learn about Appius Claudius in these lines?
- 2 sed pater ... prōmiserat (lines 2–3). What do we learn about Verginia's father in these lines?
- 3 Appius igitur ... dūcere cupiō (lines 3–4). What did Appius say to his friend?
- 4 amīcus eius forum intrāvit et Vergīniam cēpit (lines 4–5). What did the friend do to help?
- 5 ea autem fugere cupiēbat sed frūstrā (line 5).
  - (a) How did Verginia respond?
  - (b) Give and translate the Latin word which tells us that this response was not successful.

- 6 pater ... servāvit (lines 6–8). Explain in detail how Verginia's father responded to her plight.
- 7 eam (line 2).
- (a) In which case is this word?
- (b) Give its nominative singular (in the same gender).
- 8 suō (line 3).
- (a) In which case is this word?
- (b) Give its nominative plural (in the same gender).
- 9 eius (line 4).
- (a) In which case is this word?
- (b) Give its nominative singular (in the same gender).
- 10 ea (line 5).
- (a) In which case is this word?
- (b) Give its nominative plural (in the same gender).

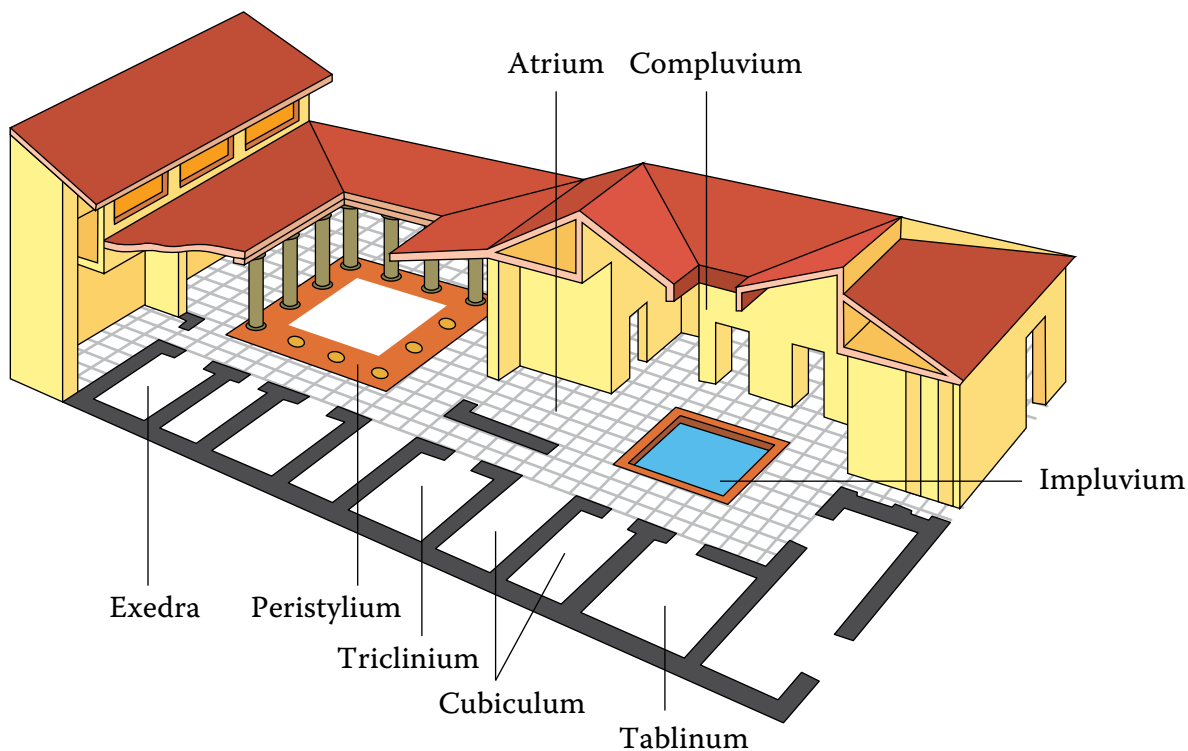
## Vocabulary 5

Latin	English
-que	and
arma, -ōrum, n. pl.	weapons, arms
autem	however, moreover
cōpiae, -ārum, f. pl.	forces
dōnum, -ī, n.	gift
et ... et	both ... and
frāter, frātris, m.	brother
Graecus, -a, -um	Greek
liberī, -ōrum, m. pl.	children
māter, mātris, f.	mother
mōra, -ae, f.	delay
mors, mortis, f.	death
pars, partis, f.	part
pater, patris, m.	father
soror, sorōris, f.	sister

## Roman houses

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

In the story of Verginia, above, when Appius Claudius's friend left to go to the forum, what sort of house do you think he would have left? We know a remarkable amount about Roman housing, not least because the remains of so many were preserved at Pompeii and Herculaneum for almost two thousand years under the volcanic ash of Mount Vesuvius. A typical Roman town house (*domus*) was built around one or more courtyards. One entered through the *ianua* (door) into the *atrium* (entrance hall). In the roof above the *atrium* was an opening, the *compluvium*, allowing rainwater to fall through into the *impluvium*, a sunken pool. The master of the house would have welcomed his guests into the *atrium*, and here stood the *lārarium*, a shrine containing the household gods. Off the *atrium* were reception rooms such as the *triclinium* (dining room) and *tablinum* (study), a kitchen (*culina*), and bedrooms (*cubicula*). Passing out through the back of the house one would find a courtyard garden, the *peristylum*, and perhaps one or more garden rooms such as the *oecus* (an outdoor dining room) or the *exedra* (an outdoor sitting room).



■ A Roman house

## Exercise 5.14

- (a) (i) Tell the story of Odysseus and Calypso.
- (ii) Who do you think was the greatest help to Odysseus: Calypso or Circe?
- (b) (i) Give an account of a visit to a Roman town house. Draw a diagram to illustrate your account.
- (ii) In what ways would a Roman town house have differed from a modern town house in London?

# 6

## The comparison of adjectives

### Regular comparison of adjectives

Adjectives may be compared in three degrees: positive, comparative and superlative. The **positive** is the normal form of the adjective. The **comparative** is formed by adding -ior to the stem of the adjective. The **superlative** is formed by adding -issimus to the stem of the adjective.

Positive	Comparative	Superlative
longus	long-ior	long-issimus
long	longer, more long	longest, most long, very long
trīstis	trīst-ior	trīst-issimus
sad	sadder, more sad	saddest, most sad, very sad

### Exercise 6.1

Give the comparative and superlative of:

- |                   |                      |
|-------------------|----------------------|
| 1 nōtus, -a, -um  | 6 ingēns, ingentis   |
| 2 laetus, -a, -um | 7 sapiēns, sapientis |
| 3 cārus, -a, -um  | 8 fortis, forte      |
| 4 irātus, -a, -um | 9 fēlix, fēlicis     |
| 5 altus, -a, -um  | 10 audāx, audācis    |

## Declension of comparative and superlative adjectives

Irrespective of what declension the adjective is to start with, comparatives decline like *melior*, *melius* = 'better', and superlatives decline like *bonus*, -a, -um.

melior, melius = better			
	M	F	N
Nom.	melior	melior	melius
Voc.	melior	melior	melius
Acc.	meliōr-em	meliōr-em	melius
Gen.	meliōr-is	meliōr-is	meliōr-is
Dat.	meliōr-ī	meliōr-ī	meliōr-ī
Abl.	meliōr-e	meliōr-e	meliōr-e
Nom.	meliōr-ēs	meliōr-ēs	meliōr-a
Voc.	meliōr-ēs	meliōr-ēs	meliōr-a
Acc.	meliōr-ēs	meliōr-ēs	meliōr-a
Gen.	meliōr-um	meliōr-um	meliōr-um
Dat.	meliōr-ibus	meliōr-ibus	meliōr-ibus
Abl.	meliōr-ibus	meliōr-ibus	meliōr-ibus

The declension of *melior* is slightly odd, in that it behaves more like a 3rd declension noun than a 3rd declension adjective. Note its ablative singular form ends in -e (like 3rd declension nouns), and it has no extra i in the plural forms (thus it goes -um rather than -ium in the genitive plural, and -a rather than -ia in the neuter).

### Exercise 6.2

Translate into English:

- |                          |                         |
|--------------------------|-------------------------|
| 1 mōns altior            | 6 magister irātior      |
| 2 militēs audāciōrēs     | 7 poēta nōtissimus      |
| 3 rēx crūdēlissimus      | 8 cum cīve sapientiōre  |
| 4 ō incolae fēlicissimī! | 9 ad virum validissimum |
| 5 dux fortissimus        | 10 bellum saevius       |

### Exercise 6.3

Translate into Latin:

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1 Of the sadder girl           | 6 For the most fortunate general |
| 2 The braver kings (nom.)      | 7 With the boldest soldiers      |
| 3 The longer wars (nom.)       | 8 On the higher mountain         |
| 4 The very angry master (nom.) | 9 Near the deeper river          |
| 5 Of the most happy woman      | 10 O most happy farmers!         |

### Comparing nouns

- Two nouns being compared using *quam* = 'than' must be in the same case.  
E.g. *puella trīstior est quam puer* = The girl is sadder than the boy.
- Alternatively, if two persons or things are **directly compared**, an ablative of comparison may be used, with the second noun being put in the ablative (without *quam*).  
E.g. *puella trīstior est puerō* = The girl is sadder than the boy.

### Exercise 6.4

Translate into English:

- mōns altior est quam templum.*
- mare altius est quam omnia flūmina.*
- dux clārior erat quam rēx.*
- nōne poētā nōtissimum amātis?*
- num mīlītēs saeviōrēs sunt quam agricolae?*
- uxor mea pulchrior est quam ea fēmina.*
- magister irātior est rēge.*
- nōs tūtiōrēs erāmus quam mīlītēs hostium.*
- trēs comitēs audāciōrēs erant quam dux eōrum.*
- omnēs Romānī crūdēliōrēs erant quam Graeci.*



## Exercise 6.5

Translate into Latin:

- 1 The king was braver than the queen.
- 2 The brave Romans fought in a very long war.
- 3 The Roman soldiers were bolder than the Greeks.
- 4 Our mother is sadder than your father.
- 5 Send a nobler leader to the town!
- 6 Many Romans were overcoming the bolder soldiers.
- 7 We have a braver leader than you (i.e. than you have).
- 8 We have a leader, braver than you (i.e. who is braver than you).
- 9 The mountains are higher than our city.
- 10 Our leader was stronger than all.

## Adjectives in -er and -ilis

Adjectives in -er change -er to -errimus instead of -issimus to form their superlative:

Beautiful      pulcher      pulchrior      pulcherrimus

Some adjectives in -ilis go -illimus instead of -issimus:

Easy      facilis      faciliior      facillimus  
Difficult      difficilis      difficilior      difficillimus

## Irregular comparison

The following common adjectives are irregular in comparison:

Good	bonus	melior	optimus
Bad	malus	peior	pessimus
Big	magnus	maior	maximus
Small	parvus	minor	minimus
Much, many	multus	plūs*	plūrimus

\*Plūs, plūris is used in the singular as a neuter noun followed by a genitive.

E.g. He wants more money = plūs pecūniae cupit.

In the plural it is used as an adjective, declining as follows:

	Masc.	Fem.	Neut.
Nom.	plūrēs	plūrēs	plūra
Voc.	plūrēs	plūrēs	plūra
Acc.	plūrēs	plūrēs	plūra
Gen.	plūrium	plūrium	plūrium
Dat.	plūribus	plūribus	plūribus
Abl.	plūribus	plūribus	plūribus

E.g. He wants more forces = plūrēs cōpiās cupit.

### Exercise 6.6

Read the information above about adjectives in -er and -ilis and irregular comparison. Give the comparative and superlative of:

- |                          |                              |
|--------------------------|------------------------------|
| 1 multus, -a, -um        | 4 pulcher, pulchra, pulchrum |
| 2 miser, misera, miserum | 5 malus, -a, -um             |
| 3 parvus, -a, -um        | 6 magnus, -a, -um            |

### Exercise 6.7

Translate into English:

- 1 templa nostra maiōra erant quam Graecōrum.
- 2 puella minor erat quam puer.
- 3 omnēs incolae erant miserrimī.
- 4 num omnium fēminārum rēgīna erat pulcherrima?
- 5 nōne Tarquinius erat rēx pessimus?
- 6 equus tuus maior est quam meus.
- 7 militēs incolās plūrimōs in proeliō occidērunt.
- 8 iter difficillimum erat militibus nostris.
- 9 facillimum erat agricolīs equum minimum capere.
- 10 Ulixēs post bellum longissimum ad īnsulam advēnit.

## Exercise 6.8

Give the Latin for:

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1 Of the biggest city             | 6 The most difficult war (acc.) |
| 2 In the deepest river            | 7 On a very easy journey        |
| 3 The most beautiful women (acc.) | 8 On the easier journeys        |
| 4 The worst dangers (nom.)        | 9 After the longest war         |
| 5 For the bolder soldiers         | 10 Before the greatest battle   |

## Exercise 6.9

Translate and then give an English word derived from the following, explaining the connection between the English and Latin words.

- |            |           |
|------------|-----------|
| 1 optimus  | 4 maximus |
| 2 pessimus | 5 plūs    |
| 3 minimus  |           |

## Exercise 6.10

Translate into English:

### A Pyrrhic victory – the Battle of Heraclea, 280 BC

nunc Rōma erat urbs maxima Italiae et multī ā Rōmānīs auxilium petēbant. cīvēs tamen Tarentī Rōmānōs nōn amābant et auxilium ā Graecīs petīvērunt. erat autem in Graeciā rēx nōmine Pyrrhus. is multās terrās regere cupiēbat. postquam\* cīvēs Tarentī auxilium petīvērunt,

- 5 Pyrrhus cum plūrimīs militibus in Ītaliā vēnit. Rōmānōs prope Hēracleā superāvit, sed Rōmānī plūrimōs militēs Graecōs occīdērunt. post proelium ‘victōriam peperī’ inquit rēx ‘sed mox nūllōs militēs habebō.’

\*See More on conjunctions below

petō, -ere, petivī = I seek  
Tarentum, -ī, n. = Tarentum  
victōriam pariō, -ere, peperī = I win a victory  
nūllōs, -a, -um = no, none

### More on conjunctions

Postquam is a conjunction and is normally followed by a perfect tense in Latin which is often translated by a pluperfect in English.

E.g. postquam petivit = after he *had* sought.

Autem means 'however' or 'moreover', but is very often used simply to connect two sentences together, and in such cases need not be translated at all.

E.g. rēx in forum festināvit. cives autem eum timēbant et discessērunt.

The king hurried into the forum. The citizens were afraid of him and left.

### More about 'and'

We have already seen that et ... et means 'both ... and'.

E.g. rēx et agricolās et nautās occīdit.

The king killed both the farmers and the sailors.

But another thing to notice about the word 'and' is that it can be translated by putting -que on the end of a word.

E.g. rēx agricolās nautāsque occīdit.

The king killed the farmers and the sailors.

## Exercise 6.11

Study the following passage and answer the questions below.

### The homecoming of Ulysses

Nausicaa, postquam Ulixem ad villam parentum suōrum dūxit, ducem audācissimum diū audiēbat. is rēgī dē plūrimīs periculīs itineris nārrāvit auxiliumque petivit. rēx Ulixem amābat et eī nāvem nautāsque dedit.

'nāvigāte ad īnsulam Ithacam,' inquit, 'et Graecum fortissimum ad  
5 uxōrem eius dūcite.'

Ulixēs, ubi in īnsulam advēnit, procōs plūrimōs in villā suā invēnit. omnēs uxōrem pulcherrimam Ulixis amābant et eam in mātirimōnium dūcere magnopere cupiēbant. fēminae pulchrae, 'Ulixēs mortuus est,' inquiunt procī, 'et incolās īnsulae regere cupimus. ūnum nostrum statim

10 ēlige!'

Ulixēs irātissimus erat et procōs avārōs occidere cōstituit. in ātrium villae suae vēnit et omnēs sagittīs hastisque occidit. tum, lacrimīs plūrimīs, post vīginti annōs, uxōrem cārissimam tandem salutāvit Pēnelopam.

petō, -ere, petīvī = I seek

proculus, -ī, m. = suitor

villa, -ae, f. = house

in mātirimōnium dūcere = to marry

ēligō, -ere = I choose

avārus, -a, -um = greedy

ātrium, -ī, n. = hall

lacrima, -ae, f. = tear

annus, -ī, m. = year

- 1 Nausicaa, postquam Ulixem ad villam parentum suōrum dūxit (line 1). Where did Nausicaa take Ulysses?
- 2 ducem audācissimum diū audiēbat (lines 1–2). What did she do when she got there?
- 3 is rēgī dē plūrimīs periculīs itineris nārrāvit auxiliūque petivit (lines 2–3). What did Ulysses do when he met the king?
- 4 rēx Ulixem amābat et eī nāvem nautāsque dedit (line 3). How did the king react to Ulysses's request?
- 5 'nāvigāte ad insulam Ithacam' inquit 'et Graecum fortissimum ad uxōrem eius dūcite' (lines 4–5). What were the king's instructions to the sailors?
- 6 plūrimōs (line 6).
  - (a) In which case is this word?
  - (b) What form of which adjective is this word?
- 7 pulcherrimam (line 7).
  - (a) In which case is this word?
  - (b) What form of which adjective is this word?
- 8 eam (line 7).
  - (a) What sort of word is this?
  - (b) In which case is it?
  - (c) Give the nominative singular masculine form.
- 9 mortuus (line 8). What is the connection between this Latin word and the English word **mortuary**?

- 10 nostrum (line 9).
- (a) What sort of word is this?
- (b) In which case is it?
- (c) Give its nominative plural form.
- 11 irātissimus (line 11). Give the positive and comparative forms of this adjective.
- 12 vēnit (line 12). This verb means **he came**. How would you say in Latin **he will come**?
- 13 Ulixēs ... salutāvit (lines 11–13). Translate these lines.

## Vocabulary 6

Latin	English
<b>Prepositions</b>	
ante + acc.	before
circum + acc.	around
inter + acc.	between, among
post + acc.	after
prō + abl.	on behalf of, in place of, in front of
propter + acc.	on account of
sine + abl.	without
sub + abl.	under
super + acc.	over
<b>Verbs</b>	
colligō, -ere, collēgī, collēctum	I collect
dēbeō, -ēre, dēbuī, dēbitum	I owe, ought
dēfendō, -ere, dēfendī, dēfēsum	I defend
gerō, -ere, gessī, gestum	I carry on, wear
servō, -āre, -āvī, -ātum	I save
vulnerō, -āre, -āvī, -ātum	I wound

## The amphitheatre

When Odysseus returned to Ithaca and found the suitors living in his house, the slaughter that he unleashed in the great hall was truly terrible. This story would have appealed to the bloodthirsty Romans, for whom slaughter was a popular form of entertainment. In amphitheatres such as the mighty Colosseum in Rome, which held 50,000 people, Romans would regularly watch fights between

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

gladiators or wild beasts. These might involve a *secūtor*, armed with a shield and sword, fighting against a *rētiārius* with a trident and a net. Or it might be a slave fighting off wild beasts. Whatever the spectacle, the arena would have been drenched in gore and had sand (*harēna*) sprinkled on it to soak up the blood.

Gladiators were trained by a *lanista* (trainer) whose job was to ensure a suitably gory spectacle, as can be seen in the picture below.



■ A Roman mosaic showing gladiators fighting, watched by their *lanista* (trainer)

## Exercise 6.12

- (a) (i) Tell the story of the homecoming of Odysseus.
  - (ii) What do you think Penelope felt when she was reunited with Odysseus after such a long time?
- (b) (i) Give an account of a visit to a Roman amphitheatre.
  - (ii) Which form of entertainment in the modern world might be compared to the spectacles seen in the amphitheatre?

# 7

## Hic, haec, hoc; ille, illa, illud

### Hic, haec, hoc

You have already met the demonstrative pronoun is, ea, id = that. In this chapter you're going to meet two other demonstrative pronouns: hic = this (near me) and ille = that (over there). We shall start with hic.

hic, haec, hoc = this (near me) [plural = these]			
	M	F	N
Nom.	hic	haec	hoc
Acc.	hunc	hanc	hoc
Gen.	huius	huius	huius
Dat.	huic*	huic	huic
Abl.	hōc	hāc	hōc
Nom.	hī	hae	haec
Acc.	hōs	hās	haec
Gen.	hōrum	hārum	hōrum
Dat.	hīs	hīs	hīs
Abl.	hīs	hīs	hīs

\* This word is a diphthong, and should be pronounced as one syllable.

In the same way that is, ea, id can be used to mean he, she or it, so too hic, haec, hoc is often used in this way.

E.g. rēgīna virum sapientem amat. **hic** poēta clārissimus erat.

The queen loved the wise man. **He** was a very famous poet.

Be sure not to confuse hic = this with hīc = here. It should always be clear from the context, though of course the words are pronounced differently.



## Exercise 7.1

Translate into English:

- |                |                   |
|----------------|-------------------|
| 1 hic agricola | 6 haec vulnera    |
| 2 haec fēmina  | 7 huius nāvis     |
| 3 hoc flūmen   | 8 huic sorōrī     |
| 4 hī militēs   | 9 hārum partium   |
| 5 hae uxōrēs   | 10 hārum mulierum |

## Exercise 7.2

Give the Latin for:

- |                      |                            |
|----------------------|----------------------------|
| 1 This town (nom.)   | 6 In this city             |
| 2 These girls (acc.) | 7 Towards this island      |
| 3 Of this mother     | 8 Near this wall           |
| 4 For this leader    | 9 Concerning these dangers |
| 5 Of these citizens  | 10 This wine               |

## Exercise 7.3

Translate into English:

- 1 ad oppidum cum hōc servō festinābam.
- 2 haec fēmina uxor est ducis nostrī.
- 3 dā cibum huic militī!
- 4 haec flūmina altiōra sunt quam ea.
- 5 filium huius virī occīdī.
- 6 hic cīvis in eō templō dormiēbat.
- 7 hī frātrēs in eā urbe habitābant.
- 8 nōne hanc ancillam amās?
- 9 vīnum huic virō dare cupiō.
- 10 perīcula hōrum bellōrum maxima sunt.

## Exercise 7.4

Study the following passage and answer the questions below.

### Perseus – his early years

Perseus erat filius Iovis, omnium deōrum maximī. rēx Argōrum, Ācrisius nōmine, erat huius puerī avus nec tamen eum amābat. nam propter ōrāculum puerum magnopere timēbat et eum occidere cupiēbat. rēx igitur saevus Perseum, etiamtum infantem, rapuit et in arcam cum mātrem

5 Danaē posuit. tum arcam in mare iēcit.

Iuppiter tamen haec omnia vidit et filium suum servāre cōstituit. itaque arcam ad insulam Serīphum dūxit. Danaē autem et filius eius ad lītus tūti advēnērunt. rēx huius insulae erat Polydectēs. hic mox eam mātrem pulcherrimam amābat et in mātrimōnium dūcere cupiēbat.

10 per multōs annōs Danaē et Perseus in hāc insulā habitābant. Perseus rēgem nōn amābat nec mātrem suam uxōrem virī crūdēlis esse cupiēbat. Polydectēs igitur puerum dimittere cōstituit.

Iuppiter, Iovis, m. = Jupiter  
Argī, -ōrum, m. pl. = Argos  
(a town in Greece)

avus, -ī, m. = grandfather

nec tamen = but ... not

ōrāculum, -ī, n. = oracle

etiamtum = while still

infans, infantis, c. = little  
child

rapiō, -ere, rapuī = I seize

arca, -ae, f. = chest

Danaē (acc. Danaēn, gen.  
Danaēs, abl. Danaē), f. =  
Danae

Serīphus, -ī, f. = Seriphos

lītus, lītoris, n. = shore

in mātrimōnium dūcō = I  
marry

annus, -ī, m. = year

nec = and ... not

dimittō, -ere = I send away

- 1 Perseus erat filius Iovis, omnium deōrum maximī (line 1). Who was Perseus?
- 2 rēx Argōrum, Ācrisius nōmine, erat huius puerī avus (lines 1–2). Who was Acrisius?
- 3 nam propter ōrāculum puerum magnopere timēbat et eum occidere cupiēbat (lines 2–3). Why did Acrisius want to kill Perseus?
- 4 rēx igitur ... in mare iēcit (lines 3–5). How did Acrisius plan to get rid of Perseus?
- 5 haec (line 6). In which case is this word?
- 6 huius (line 8). With which word does this agree?
- 7 hāc (line 10). In which case is this word?

- 8 posuit (line 5). Give the 1st person singular of the present tense of this verb.
- 9 pulcherrimam (line 9). Which form of which adjective is this?
- 10 Translate the passage into English.

## ille, illa, illud

The other demonstrative pronoun we are going to learn in this chapter is ille, illa, illud. Whereas hic, haec, hoc means this (near me), ille, illa, illud means that (over there).

ille, illa, illud = that (over there) [plural = those]			
	M	F	N
Nom.	ille	illa	illud
Acc.	illum	illam	illud
Gen.	illius	illius	illius
Dat.	illī	illī	illī
Abl.	illō	illā	illō
Nom.	illī	illae	illa
Acc.	illōs	illās	illa
Gen.	illōrum	illārum	illōrum
Dat.	illīs	illīs	illīs
Abl.	illīs	illīs	illīs

### Exercise 7.5

Translate into English:

- |                       |                     |
|-----------------------|---------------------|
| 1 illōrum agricolārum | 6 illī militēs      |
| 2 illa bella          | 7 illae uxōrēs      |
| 3 illius fēminae      | 8 illud flūmen      |
| 4 ab illō magistrō    | 9 ille incola       |
| 5 illārum ancillārum  | 10 cum illīs sociīs |

## Exercise 7.6

Translate into English:

- 1 ubi est illa fēmina?
- 2 hic servus melior est quam ille.
- 3 ille cīvis laetissimus est.
- 4 nōne illam mulierem vidistī?
- 5 in illud oppidum ambulābant.
- 6 dōnum illi poētae dedit.
- 7 filius illius rēgis audācissimus est.
- 8 hic magister omnēs puerōs puellāsque ex oppidō dūcet.
- 9 num pugnābitis cum illō virō?
- 10 sagittās in illud flūmen iēcērunt.

## Go further

### Using is, hic and ille

- 1 Hic and ille work just like is, ea, id in that, when not used in agreement with a noun, they mean 'he', 'she' or 'it'.

E.g. miles hunc interfecit = The soldier killed him (i.e. *this man here*).

- 2 Ille and hic may be used like 'the former ... the latter'. In such cases, ille means the former (because further away in the sentence!) and hic means the latter (because nearer).

E.g. Mārcus agricolam vidit. ille irātus erat, hic dormiēbat = Marcus saw the farmer. The *former* (i.e. Marcus) was angry, the *latter* (i.e. the farmer) was asleep.

- 3 The normal word to use for him, her, them, etc., is is, ea, id, unless you are clearly referring to someone or something near to you, in which case use hic, haec, hoc, or far away in the distance, in which case use ille, illa, illud.

## Exercise 7.7

Study the information above about hic and ille. Then translate into Latin:

- 1 These soldiers were attacking that city.
- 2 We will read these books now.
- 3 Marcus and Brutus are soldiers. The former is brave and the latter is very strong.

- 4 Those kings had ruled this city.
- 5 All the citizens feared that danger.
- 6 He will place these gifts in that temple.
- 7 We were watching those farmers (over there).
- 8 That poet did not like him.
- 9 Why did you not depart from that country?
- 10 He was carrying the food through the streets of that city.

## Exercise 7.8

Study the following passage and answer the questions below.

### The Gauls enter Rome, 390 BC

Gallī autem urbem intrāverunt quod incolae eōs timēbant. fēminae et iuvenēs in montem Capitōlinum fūgerant sed senēs in forō sedēbant. Gallī in forum ambulāverunt et diū eōs spectābant. senēs Rōmānī nihil faciēbant. tandem Gallus ad senem Rōmānum appropinquāvit et barbam  
 5 eius carpsit. is irātus erat et clāmavit. statim Gallus eum occīdit et comitēs eius omnēs Rōmānōs occīdērunt. militēs autem nōn invēnērunt quod illi in monte cum fēminīs manēbant.

diū Rōmānī in monte manēbant. tandem Gallī montem ascendērunt. militēs Rōmānī eōs nōn audīverunt. ānserēs tamen, sacri deae Iūnōnī, in  
 10 monte aderant. hī Gallōs audīverunt et ululāverunt. militēs sē excitāverunt et hostēs dē monte pepulērunt.

Capitōlinus, -a, -um =  
 Capitoline

forum, -ī, n. = forum

carpō, -ere, carpsī = I pluck

ascendō, -ere, ascendī = I go up

ānser, ānseris, m. = goose

Iūnō, Iūnōnis, f. = Juno

ululō, -āre, -āvī = I screech

sē excitō, -āre, -āvī = I wake up

pellō, -ere, pepulī = I drive

- 1 Gallī autem urbem intrāverunt quod incolae eōs timēbant (line 1). Why were the Gauls able to enter the city?
- 2 fēminae et iuvenēs in montem Capitōlinum ascenderant sed senēs in forō sedēbant (lines 1–2). How did the old men's reaction to the arrival of the Gauls differ from that of the women and young men?

- 3 Galli in forum ambulāvērunt et diū eōs spectābant (line 3). How did the Gauls behave when they entered the forum?
- 4 senēs Rōmānī nihil faciēbant (lines 3–4). What did the old men do?
- 5 tandem Gallus ... is irātus erat (lines 4–5). What was it that angered the Roman?
- 6 statim Gallus eum occidit et comitēs eius omnēs Rōmānōs occidērunt (lines 5–6). What happened to the old Roman men after this?
- 7 militēs autem nōn invēnērunt quod illī in monte cum fēminīs manēbant (lines 6–7). How did the soldiers escape this fate?
- 8 manēbant (line 7). This verb means **they were remaining**. How would you say in Latin **they will remain**?
- 9 audivērunt (line 9).
- (a) What is the subject of this verb?
- (b) What is the object of this verb?
- 10 Rōmānī (line 9). With which Latin word does this adjective agree?
- 11 deae (line 9). In which case is this word?
- 12 monte (line 10).
- (a) In which case is this word?
- (b) Why is it in this case?
- 13 hī (line 10).
- (a) In which case and number is this word?
- (b) Give its nominative singular masculine form.
- 14 audivērunt (line 10).
- (a) In which tense is this verb?
- (b) Give the present infinitive of this verb.
- (c) Put this verb into the future tense, keeping the person and number the same.
- 15 Translate the passage into English.

## Vocabulary 7

Latin Verbs	English
liberō, -āre, -āvī, -ātum	I free
nārrō, -āre, -āvī, -ātum	I tell
Adverbs	
celeriter	quickly
crās	tomorrow
forte	by chance
frūstrā	in vain
herī	yesterday
nunc	now
postea	afterwards
quam	how
quoque	also
tum	then
Conjunctions	
antequam	before
nam	for
postquam	after

## Army camps

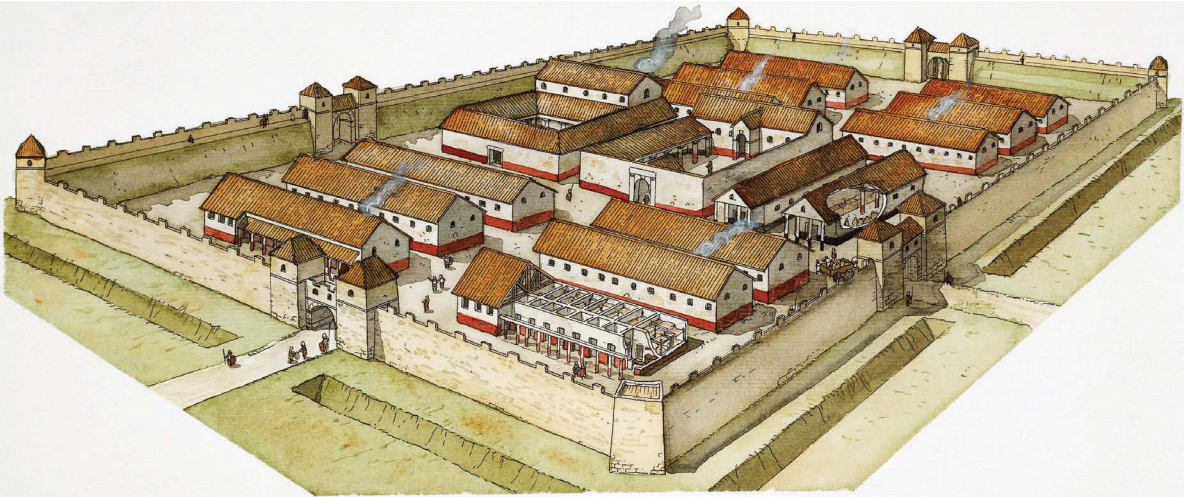
The Romans suffered a number of humiliations at the hands of the Gauls in the early years of their history, as the story above shows. But as their power increased, so did the efficiency of their military organisation. One important feature of this can be seen in the way they built their camps. These always followed a common plan, built on a grid system, which meant that wherever the camp (castra) was built, the soldiers always knew their way around it.

A typical camp was rectangular in shape and occupied one square kilometre. Around the perimeter they dug a ditch (fossa), and the earth from this was piled up to form a rampart (agger), on top of which they built a palisade (vallum) out of wooden stakes.

In each of the four sides of the camp there was a gate, for easy exit, and the gates were linked by two main roads. Where these roads met, in the middle of the camp, was the main headquarters (principia).

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.

Roman soldiers carried with them, as part of their normal equipment, digging tools and stakes to allow them to build these camps wherever they went. But in some places these temporary structures became permanent. The wood was replaced by stone, and more elaborate buildings grew up inside the walls, such as temples and bath houses. Outside the walls of the camp, a town would grow up where the families of the soldiers would live, and many towns around the empire developed which were clearly based on these once temporary Roman camps. A very obvious clue to this may be seen in the name of many British towns: where you see the word -chester (castra), as in Winchester, Rochester, or even Chester itself, you can be sure that once a Roman camp thrived on that site.



■ An artist's impression of a Roman camp (castra)

## Exercise 7.9

- (a) (i) Tell the story of how Perseus came to be living on the island of Seriphos.
- (ii) Why do you think King Polydectes wanted to get rid of Perseus?
- (b) (i) Describe a typical army camp. Draw a diagram to illustrate your answer.
- (ii) Why do you think army camps were always built on the same design?



# 8

## possum; eō; reflexive pronouns

### possum = I am able

A very useful compound of the verb sum is the verb possum = I am able. This is a combination of the adjective potis = able and sum, and it goes as follows:

possum, posse, potuī = I am able	
Present	Imperfect
possum	poteram
potes	poterās
potest	poterat
possumus	poterāmus
potestis	poterātis
possunt	poterant
Future	Perfect
poterō	potuī
poteris	potuistī
poterit	potuit
poterimus	potuimus
poteritis	potuistis
poterunt	potuērunt

- 1 As you can see, the first three tenses are simply the verb sum preceded by either pot- or pos-. The present infinitive posse = 'to be able' is a squashed result of pos- and esse.
- 2 A very common way of translating possum is with the English word 'can'.  
E.g. possum cantāre = I can sing.

## Exercise 8.1

Translate into English:

- |                         |                         |
|-------------------------|-------------------------|
| 1 legere possunt.       | 6 vidēre potuerant.     |
| 2 scribere potest.      | 7 venire poterō.        |
| 3 dormire potestis.     | 8 laborare posse.       |
| 4 navigare nōn poteram. | 9 nōnne currere potes?  |
| 5 pugnare poterāmus.    | 10 effugere nōn potuit. |

## Exercise 8.2

Translate into Latin:

- |                            |                                 |
|----------------------------|---------------------------------|
| 1 We can sing.             | 6 Are you (sing.) able to sail? |
| 2 You (pl.) can read.      | 7 We had not been able to come. |
| 3 She can't see.           | 8 To be able.                   |
| 4 I was not able to fight. | 9 The slaves were able to work. |
| 5 We were able to escape.  | 10 They were not able to fight. |

## Exercise 8.3

Translate into English:

- 1 hī militēs eōs civēs superāre nōn poterant.
- 2 illam deam vidēre nōn poterimus.
- 3 ego trāns illud mare cum multīs comitibus meis navigāre poteram.
- 4 nōnne incolae illius oppidī templum maius aedificāre possunt?
- 5 magister puerōs peiōrēs regere nōn poterat.
- 6 fēmina ancillam meliōrem vidēre nōn potuerat.
- 7 puella parva aquam in oppidum portāre nōn potuerat.
- 8 paucī virī montem maximum vidēre poterunt.
- 9 vōcem mulieris pulcherrimae audire nōn poterātis.
- 10 iuvenis cum senibus cantāre poterit.

## Exercise 8.4

Study the following passage and answer the questions below:

### The story of Regulus, 249 BC

olim Rōmānī cum Poenīs pugnābant. dux autem Rōmānōrum, nōmine Rēgulus, multās victōriās pepererat; Carthāginem tamen nōn cēperat. Rēgulus igitur militibus ‘nōne Rōmānī’ inquit ‘hostēs semper superābunt? omnem Ītaliā nōs Rōmānī nunc regimus. insulam Siciliā regimus. hanc urbem quoque capiēmus et crās cibum vīnumque ibi cōsūmēmus.’

diū pugnātum est, sed tandem Poenī Rōmānōs superāvērunt. plūrimōs Rōmānōs occidērunt; Rēgulum cēpērunt, in urbem dūxērunt. post hoc lēgātōs ad civēs Rōmānōs mīsērunt. inter hōs erat Rēgulus. antequam eum mīsērunt, Poenī ducem Rōmānum pācem rogāre iussērunt; ei\* tamen nōn persuāsērunt.

Rēgulus, ubi in urbem vēnit, in forum Rōmānum ambulāvit et prō bellō disseruit. ‘arma Pūnica nōn timeō’ inquit ‘nec pācem habēre cum hostibus cupiō.’ ubi omnia haec dixit ad hostēs revēnit. illi autem ducem fortissimum crūdēliter occidērunt.

\*Some verbs in Latin take an indirect object in the dative case, rather than a direct one in the accusative. Common examples of this are crēdō = I believe and persuadeō = I persuade.

Poenī, -ōrum, m. pl. = Carthaginians	forum, -ī, n. = forum
victōriam pariō, -ere, peperī = I win a victory	prō (here) = in support of
Carthāgō, -inis, f. = Carthage	disserō, -ere, disserui = I speak
pugnātum est = the battle raged	arma, -ōrum, n. pl. = arms
lēgātus, -ī, m. = ambassador	Pūnicus, -a, -um = Carthaginian
pāx, pācis, f. = peace	nec = and ... not, nor
persuādeō, -ēre, persuāsi (+ dat.) = I persuade	reveniō, -īre, revēni = I return
	crūdēliter = cruelly

- 1 dux autem Rōmānōrum ... nōn cēperat (lines 1–2). In what way had Regulus not been entirely successful as a general?
- 2 ‘nōne Rōmānī’ inquit ... nunc regimus’ (lines 3–5). How did Regulus try to inspire his soldiers with these words?

- 3 'crās hanc urbem quoque capiēmus et ibi cibum vinumque cōsumēmus' (lines 5–6). What did Regulus tell his soldiers that they would soon be doing in the city?
- 4 plūrimōs (line 7).  
 (a) What sort of word is this?  
 (b) Give its positive and comparative forms.
- 5 hoc (line 8).  
 (a) What sort of word is this?  
 (b) Give its nominative singular masculine form.
- 6 eum (line 10).  
 (a) What sort of word is this?  
 (b) Give its nominative singular masculine form.
- 7 rogāre (line 10). Which form of which verb is this?
- 8 iussērunt (line 10).  
 (a) In which tense is this verb?  
 (b) Give the 1st person singular of its present tense.
- 9 urbem (line 12). What is the connection between this noun and the English word **urban**?
- 10 hostibus (line 14).  
 (a) In which case is this noun?  
 (b) Why is this case used?
- 11 omnia haec (line 14).  
 (a) In which case are these words?  
 (b) Put these words into the genitive plural, keeping the gender the same.
- 12 Translate the passage into English.

## eō = I go

Another irregular verb to learn is eō = I go. It is only really irregular in the present tense, although the perfect is a bit peculiar. The īī (rather than the īvī) forms are the more common, so take care over the contracted forms īstī and īstis.

eo, ire, īi (or īvī), itum = I go	
Present	Imperfect
eō	ībam
īs	ībās
it	ībat
īmus	ībāmus
ītis	ībātis
eunt	ībant
Future	Perfect
ībō	īī
ībīs	īstī
ībit	īit
ībimus	iimus
ībitis	īstis
ībunt	iērunt
Imperatives	
Sing.	ī
Pl.	īte

### Compounds of eō

There are a number of very useful compounds of eō:

exeō = I go out

ineō = I go in, enter

redeō = I go back, return

trānseō = I go across, cross

pereō = I perish, die

### Exercise 8.5

Write out the following tenses, complete with meanings:

- 1 Present tense of exeō
- 2 Future tense of ineō
- 3 Imperfect tense of redeō
- 4 Perfect tense of trānseō
- 5 Pluperfect tense of pereō

## Exercise 8.6

Translate into English:

- 1 cīvēs celeriter ex oppidō exhibunt.
- 2 omnēs in agrōs inībimus.
- 3 puerī puellaeque ab īsulā redībant.
- 4 ancillae circum templa ībant.
- 5 num servī flūmen sine dominō trānsībant?
- 6 ad urbem magnam, ō iuvenēs, redīte!
- 7 in bellō magnō plūrimī militēs perierant.
- 8 nōne mēcum flūmen altum trānsībitis?
- 9 parentēs nostrī in oppidum redībant.
- 10 rex vester in proelium numquam init.

## Exercise 8.7

Translate into Latin:

- 1 We shall go into the fields.
- 2 They were crossing the great river.
- 3 I had gone into the temple.
- 4 You (pl.) will not perish in that war.
- 5 We have returned from the city.
- 6 She is going out into the street.
- 7 Why are you (pl.) crossing the mountains?
- 8 They will return from the island.
- 9 They never go out from the town.
- 10 She has returned to her fatherland.

## ○ Reflexive pronouns

The reflexive pronoun in Latin is *sē*. It works in the same way as in French, where we see phrases such as ‘il *s’appelle*’ (he calls himself), ‘il *se* lave’ (he washes himself), etc. It has no nominative or vocative form, and the singular and plural are the same:

Acc.	<i>sē</i>
Gen.	<i>suī</i>
Dat.	<i>sibi</i>
Abl.	<i>sē</i>

Reflexive pronouns are very rare in the genitive, and in the ablative are usually found in the phrase *sēcum* = with himself/herself/themselves.

E.g. *dominus sē necāvit* = The king killed himself.

*poēta sibi cantābat* = The poet was singing to himself.

*militēs gladiōs sēcum portābant* = The soldiers carried swords with them.

### Exercise 8.8

Translate into English:

- 1 *rēx gladiō sē necāvit.*
- 2 *cīvēs gladiīs sē necāvērunt.*
- 3 *dux fortis sē vulnerāvit.*
- 4 *militēs sē vulnerāvērunt.*
- 5 *iuvenis ā rēge sē liberābit.*
- 6 *cīvēs sagittīs et gladiīs sē dēfendēbant.*
- 7 *agricola in hōc agrō semper sibi cantat.*
- 8 *senex verba poētārum sibi dicēbat.*
- 9 *servī cibum vīnumque sēcum portābant.*
- 10 *fēmina in templō subitō sē occīdit.*

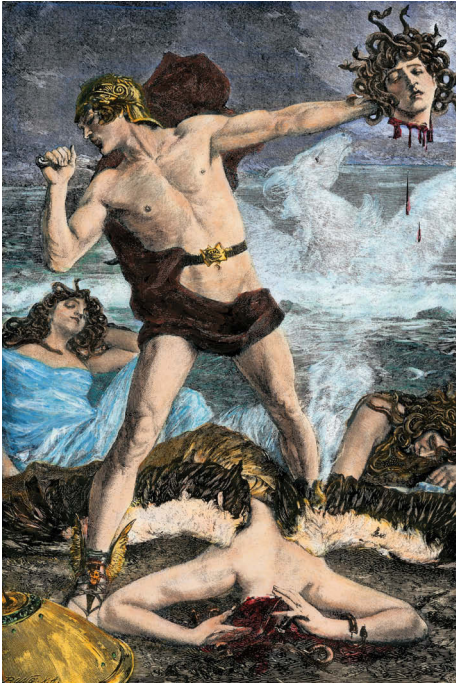
## Exercise 8.9

Translate into English:

### Perseus and Medusa

Polydectēs autem Perseum dīmittere cōstituerat. iuvenem igitur ad sē vocāvit et haec dixit: ‘nunc tempus est tibi,’ inquit, ‘fāmam maximam quaerere. abī, et caput Medūsae cape!’

Perseus, ubi haec audīvit, ab insulā discessit et Medūsam quaerēbat. primō ad Graeās, Medūsae sorōrēs, pervēnit. hae ūnum modō oculum  
 5 inter sē habēbant nec iuvenem adiuvāre cupiēbant. ab hīs tamen tālāria et galeam magicam accēpit. inde Apollō et Minerva eī falcem et speculum dedērunt. Perseus tālāria induit, in caelum volābat, et deōrum auxiliō ad locum ubi Gorgonēs habitābant advēnit. Gorgonēs mōnstra saeva erant: capita eārum anguibus contēcta erant et sī quis eās cōspexerat, lapis  
 10 statim fiēbat. Perseus tamen tergum vertit et Medūsam in speculō spectāvit. tum caput eius falce abscidit et discessit.



■ A woodcut artist's impression of Perseus, after he has killed Medusa by cutting off her head

dīmittō, -ere, dīmīsī = I send away  
 fama, -ae, f. = fame  
 quaerō, -ere, quaesivī = I look for  
 primō = at first  
 Graeae, -ārum, f. pl. = the Graeae  
 perveniō, -īre, pervēnī = I arrive at  
 modo = only  
 oculus, -ī, m. = eye  
 adiuvō, -āre = I help  
 tālāria, -um, n. pl. = winged sandals  
 galea, -ae, f. = helmet  
 magicus, -a, -um = magic  
 falx, falcis, f. = sickle  
 speculum, -ī, n. = mirror  
 induō, -ere, induī = I put on  
 volō, -āre = I fly  
 Gorgō, -onis, f. = Gorgon  
 mōnstrum, -ī, n. = monster  
 anguis, -is, c. = snake  
 contēctus, -a, -um = covered  
 sī quis = if anyone, i.e. whoever  
 fiō, -ere = I become  
 abscidō, -ere, abscidī = I cut off



## Vocabulary 8

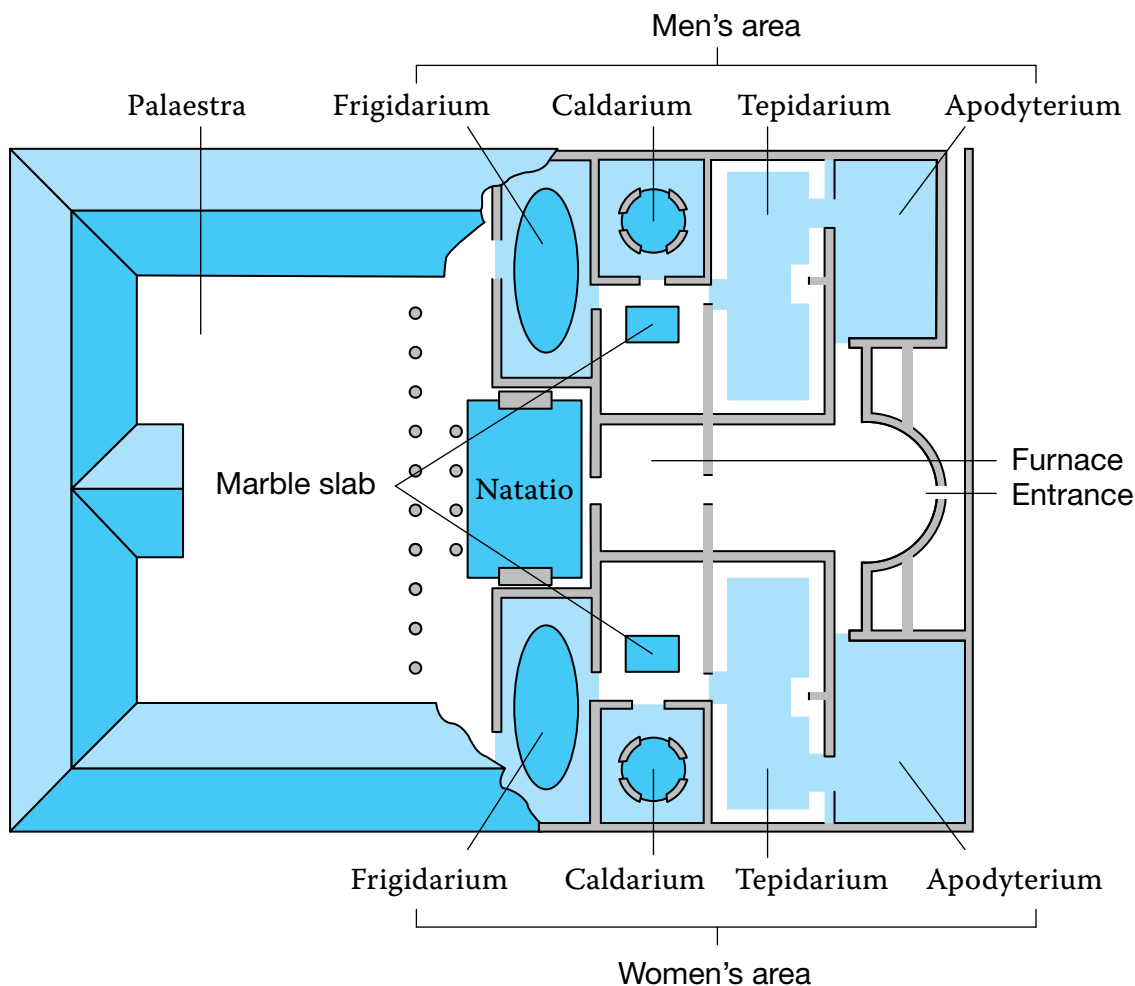
Latin	English
<b>Adjectives</b>	
audāx, audācis	bold
crūdēlis, -e	cruel
difficilis, -e	difficult
facilis, -e	easy
fēlix, fēlicis	fortunate
fortis, -e	brave, strong
ingēns, ingentis	huge
nōbilis, -e	noble
omnis, -e	all, every
sapiēns, sapientis	wise
trīstis, -e	sad
<b>Pronouns</b>	
hic, haec, hoc	this
ille, illa, illud	that
is, ea, id	that
sē	himself, herself, itself, themselves

## Baths and clothing

The Romans loved baths. Rich people had baths in their own homes, but everyone loved to go to the baths to relax, meet friends and exchange gossip.

A typical bath house was built on the same basic layout. The heating came from an under-floor heating system called a hypocaust. Bathers would move from the apodyterium (changing room) to the tepidarium (warm room), then the caldarium (hot room) and finally, to cool down, the frigidarium (cold room). They might enjoy a massage, where a slave would scrape them down with a strigilis (scraper), or a game of ball in the palaestra (exercise yard).

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.



#### ■ Roman baths

Back in the apodyterium, the bather would put their clothes back on. Roman men wore a plain tunic (*tunica*) with a belt at the waist. Knights wore a tunic with two thin purple stripes down the front, and senators, the most important citizens, wore one with a broad purple stripe, the *tunica laticlāvia*. Over the tunic all men wore a toga, the *toga virilis*, apart from senators and priests, who wore a toga with a broad purple stripe around its edge, the *toga praetexta*. Women wore a tunic and a dress (*stola*), with a cloak (*palla*) over the top. Both men and women wore sandals (*soleae*). Children wore a necklace around their necks called a *bullae*, and Roman boys wore a *toga praetexta* until their 16th birthday, when they came of age and put on the *toga virilis*.

## Exercise 8.10

- (a) (i) Tell the story of how Perseus overcame the Gorgon Medusa.  
(ii) What qualities did Perseus have to display during this encounter?
- (b) (i) Give an account of a visit to the Roman baths.  
(ii) What similarities are there between Roman baths and a modern leisure centre?
- (c) (i) Describe the typical clothes worn by a Roman family.  
(ii) In what ways were the clothes worn by Romans different from those worn by people today?

# 9

## Concessive clauses; prohibitions

### Concessive clauses

These are introduced by conjunctions meaning **although** or **even if**.

E.g. *quamquam festinās, servum nōn capiēs.*

Although you are hurrying, you will not catch the slave.

E.g. *puerī, quamquam diū dormīverant, fessī erant.*

Although the boys had slept for a long time, they were tired.

### Exercise 9.1

Translate into English:

- 1 *militēs, quamquam fortiter pugnābant, hostēs nōn superāvērunt.*
- 2 *quamquam fēminae fessae erant, ad urbem ambulābant.*
- 3 *flūmen, quamquam altissimum erat, trānsīre cupiēbāmus.*
- 4 *cīvēs illum poētā, quamquam pessimus erat, diū laudābant.*
- 5 *eum magistrum, quamquam irātissimus erat, nōn timēbāmus.*
- 6 *in proelium, quamquam hostēs saevissimī erant, nōs festināvimus.*
- 7 *illōs virōs, quamquam fortissimī erant, nōn amābant hae mulierēs.*
- 8 *nautae, quamquam mare timēbant, ad insulam celeriter nāvigābant.*
- 9 *illum montem, quamquam altissimus est, trānsīre cupiēbat.*
- 10 *rēgīnam, quamquam aderam, vidēre nōn poteram.*

### Exercise 9.2

Revision of subordinate clauses. Translate into English:

- 1 *rēx, ubi servōs miserōs cōspexit, eōs ad urbem suam mīsīt.*
- 2 *Rōmānī, quod multōs servōs in oppidum dūxerant, laetissimī erant.*
- 3 *filia militis, ubi agricolam cōspexit, mūrōs altōs trānsiit.*

- 4 iuvenēs, quamquam in urbem inīre cupiēbant, in agrīs diū manēbant.
- 5 hī virī, quod uxōrēs pulcherrimās cupiēbant, ad urbem maximam iter fēcērunt.
- 6 trāns hoc flūmen, quamquam altius quam illud est, trānsīre cōstituimus.
- 7 quamquam fessī erant, mīlitēs fortissimī cum hostibus pugnābant.
- 8 ancilla aquam et cibum dominō suō, quamquam eum timēbat, dare cupiēbat.
- 9 incolae, quod multa vulnera accēperant, ē proeliō discēssērunt.
- 10 senēs, quod sapientissimī erant, multa verba iuvenibus dicēbant.

## Prohibitions

Negative commands, or prohibitions, are expressed in Latin by *nōlī*/*nōlīte* + the infinitive. If you are addressing one person, use *nōlī*. If you are addressing more than one, use *nōlīte*.

E.g. *nōlī currere, puer!*

Don't run, boy!

E.g. *nōlīte currere, puellae!*

Don't run, girls!

### Exercise 9.3

Translate into English:

- 1 *nōlī occidere illum virum!*
- 2 *nōlīte fugere ab illō agricolā!*
- 3 *nōlī hunc cibum cōsūmere!*
- 4 *nōlīte illud flūmen trānsīre!*
- 5 *nōlīte timēre eōs senēs!*
- 6 *nōlī legere hunc librum, magister!*
- 7 *nōlīte, puerī audācēs, in viam ruere!*
- 8 *nōlī dōnum illud senī miserō trādere!*
- 9 *nōlīte equōs fessōs ex agrō dūcere!*
- 10 *nōlī, poēta, ab hāc insulā discēdere!*

## Exercise 9.4

Translate into Latin:

- |                               |  |
|-------------------------------|--|
| 1 Don't sing, boy!            | 6 Don't say these things, slave!             |
| 2 Don't sing, boys!           | 7 Enter the temple, poet!                    |
| 3 Don't depart, citizens!     | 8 Don't enter the temple, poet!              |
| 4 Don't sleep, young man!     | 9 O king, don't praise the queen's children! |
| 5 Don't do that, slave-girls! | 10 Don't remain here, inhabitants!           |

## Exercise 9.5

Study the following passage and answer the questions below.

### Perseus and Andromeda

Perseus, ubi ē terrā Gorgonum discessit, in finēs Aethiopum advēnit. ibi rēx, nōmine Cēpheus, incolās regēbat. Neptūnus autem, quod rēx eum offenderat, ad incolās mōnstrum saevissimum mīserat. hoc ē marī cōtidiē veniēbat et hominēs miserōs cōsūmēbat.

- 5 Cēpheus igitur ōrāculum cōsulere cōstituit et haec verba audit: 'filiam tuam' inquit 'mōnstrō trāde!' filia autem rēgis, nōmine Andromeda, puella pulcherrima erat. Cēpheus eam magnopere amābat nec mōnstrō trādere cupiēbat. cīvēs tamen, quamquam puellam amābant, ē periculō effugere cupiēbant. 'nōli neglegere verba deī,' inquiunt. 'filiam tuam ad mare portā!'
- 10 rēx miser, quod cīvēs suōs servāre cupiēbat, filiam ad litus dūxit et ad rūpem adligāvit. omnēs perterriti spectābant et mōnstrum expectābant. subitō Perseus advēnit et puellam cōspexit. mōnstrum ad eam ē marī appropinquābat, sed iuvenis, postquam tālāria induit, prōvolāvit et oppugnāvit. gladiō caput mōnstrī vulnerāvit et mox mare sanguine rubēbat. mōnstrum
- 15 ululāvit et in undās sē mērsit. Perseus autem Andromedam servāverat.

Gorgō, Gorgonis, f. = Gorgon  
finēs, finum, m. pl. = territory  
Aethiōpēs, -um, m. pl. = the Ethiopians  
offendō, -ere, offendī = I offend  
mōnstrum, -ī, n. = monster  
cōtidiē = every day  
ōrāculum, -ī, n. = oracle  
cōsulō, -ere = I consult  
nec = and ... not  
neglegō, -ere = I neglect  
litus, litoris, n. = shore

rūpēs, -is, f. = cliff  
adligō, -āre, -āvi = I tie up  
tālāria, -um, n. pl. = winged sandals  
induō, -ere, induī = I put on  
prōvolō, -āre, -āvi = I fly forward  
sanguis, -inis, m. = blood  
rubeō, -ēre, rubuī = I am red  
ululō, -āre, -āvi = I howl  
unda, -ae, f. = wave  
mergō, -ere, mērsi = I immerse

- 1 Perseus, ubi ē terrā Gorgonum discessit, in fīnēs Aethiopum advēnit (line 1). What are we told about Perseus in these lines?
- 2 ibi rēx, nōmine Cēpheus, incolās regēbat (lines 1–2). Who was Cepheus?
- 3 Neptūnus autem, quod rēx eum offenderat, ad incolās mōnstrum saevissimum mīserat (lines 2–3). Why did Neptune send a monster?
- 4 hoc ē marī cōtīdiē veniēbat et hominēs miserōs cōsūmēbat (lines 3–4). What did this monster do every day?
- 5 cōstituit (line 5). In which tense is this verb?
- 6 haec verba (line 5). In which case are these words?
- 7 mōnstrō (line 6). In which case is this word?
- 8 pulcherrima (line 7). What form of this adjective is this?
- 9 trādere (line 7). What form of this verb is this?
- 10 quamquam puellam amābant (line 8). What type of clause is this?
- 11 ‘nōlī neglegere verba dei’ (line 9).
  - (a) What construction is this?
  - (b) What would the word nōlī become if the citizens were speaking to more than one person?
- 12 mare (line 9). In which case is this word?
- 13 portā! (line 9).
  - (a) What form of this verb is this?
  - (b) What is the connection between this word and the English word **portable**?
- 14 rēx ... servāverat (lines 10–15). Translate these lines into English.

### A word on compound verbs

Many verbs in Latin are called compound verbs, because they are made up of a prefix (usually a preposition) followed by a simple verb. The various compounds of *eō* are a good example of this (*redeō*, *ineō*, *exeō*, etc.). One thing to note with many of these verbs is that the relevant preposition is often, but not always, repeated in the sentence.

E.g.      *ex oppidō exeunt* = They go out of the town.  
              *in flūmen ineunt* = They go into the river.

## Exercise 9.6

Translate into English:

- 1 cīvēs ex urbe celeriter exeunt.
- 2 dux noster proelium fortiter inībat.
- 3 amīcī meī ad īnsulam mēcum redībunt.
- 4 omnēs fēminae in templum magnum inībant.
- 5 militēs īnsulam cum duce fortī trānsiērunt.
- 6 puer miser in monte altō periit.
- 7 mox ille senex in hoc oppidum redībit.
- 8 crās militēs fortēs in proelium redibunt.
- 9 servī et ancillae templum cum dominō iniērunt.
- 10 equus fessus ex flūmine altō exīre nōn poterat.

## Exercise 9.7

Translate into Latin:

- 1 He will not cross the big sea.
- 2 They go into the smallest temple.
- 3 We will go back to our fatherland.
- 4 I have gone out from the very big town.
- 5 All the worst citizens have perished.
- 6 She had gone back to her mother.
- 7 You (sing.) were going across the angry farmer's field.
- 8 You (pl.) will not go into the city.
- 9 The young men have returned to the island.
- 10 They had not gone out of the very small temple.



## Exercise 9.8

Study the following passage and answer the questions below.

### Perseus gets his revenge – twice

Perseus, postquam mōnstrum occīdit, Andromedam ā rūpe liberāvit. ea laetissima erat et celeriter ad patrem rediit. rēx filiam suam Perseō in mātirimōnium dedit et paucōs annōs\* iuvenis et uxor eius in eā terrā habitābant. Perseus tamen mātrem suam iterum vidēre magnopere cupiēbat et ad īnsulam Seriphum cum Andromedā rediit. mātrem diū quaerēbat nec tamen eam invenire poterat. tandem ad templum Diānae advēnit. hīc fēmina misera, quod rēgem timēbat, sē cēlābat.

Perseus irātus erat et ad rēgiam rēgis festīnāvit. in ātrium cucurrit et ibi virum superbū vidit. Polydectēs, ubi Perseum cōspexit, effugere temptāvit, sed frūstrā. iuvenis enim rēgī pessimō caput Gorgonis ostendit et eum lapideum fēcit.

postēā Perseus cum uxōre suā ad Ācrisī urbem rediit. hic, propter ōrāculum, etiamtum illum timēbat et ab eā terrā in urbem Lārissam fūgit. fātum tamen nēmō vitāre potest. rēx enim Lārissae, post paucōs annōs, lūdōs magnōs facere cōstituit. nūntiōs in omnēs partēs Graeciae mīsīt et ex omnibus urbibus multī iuvenēs convēnērunt. in numerō eōrum aderat Perseus et, ubi discū iēcīt, avū suū occīdit. senex enim inter spectātōrēs stābat et discus in eōs forte volāvit.

\*A period of time is expressed in Latin by the accusative case: 'for a few years'.

mōnstrum, -ī, n. = monster  
rūpēs, -is, f. = cliff  
liberō, -āre, -āvi = I free  
mātirimōnium, -ī, n. = marriage  
annus, -ī, m. = year  
quaerō, -ere = I look for  
nec tamen = but ... not  
cēlō, -āre = I hide  
rēgia, -ae, f. = palace  
ātrium, -ī, n. = hall  
superbus, -a, -um = proud  
temptō, -āre = I try  
lapideus = (made) of stone

Ācrisius, -ī, m. = Acrisius (Perseus's grandfather)  
ōrāculum, -ī, n. = oracle  
etiamtum = still  
fātum, -ī, n. = fate  
vitō, -āre = I avoid  
lūdōs faciō = I hold some games  
conveniō, -īre = I come together  
numerus, -ī, m. = number  
discus, -ī, m. = discus  
avus, -ī, m. = grandfather  
spectātōr, -ōris, c. = spectator  
volō, -āre = I fly

- 1 Perseus, postquam mōnstrum occidit, Andromedam ā rūpe liberāvit (line 1). When did Perseus free Andromeda?
- 2 ea laetissima erat et celeriter ad patrem rediit (lines 1–2). What mood was she in and what did she do once she had been freed?
- 3 rēx fīliam suam Perseō in mātirimōnium dedit (lines 2–3). How did the king reward Perseus for his bravery?
- 4 Perseus tamen ... cum Andromedā rediit (lines 4–5). Why did Perseus and Andromeda leave her home?
- 5 mātrem diū quaerēbat nec tamen eam invenire poterat (lines 5–6). What did Perseus do when he got to Seriphos and with what success?
- 6 tandem ad templum ... sē cēlābat (lines 6–7). Where did Perseus eventually find his mother and why was she there?
- 7 irātus (line 8).
  - (a) What type of word is this?
  - (b) Give its comparative and superlative forms.
- 8 rēgiam (line 8).
  - (a) In which case is this word?
  - (b) Why is this case used?
- 9 cucurrit (line 8).
  - (a) In which tense is this verb?
  - (b) How would you say in Latin **they will run**?
- 10 effugere (line 9). Which part of the verb is this?
- 11 frūstrā (line 10). What type of word is this?
- 12 pessimō (line 10).
  - (a) In which case is this word?
  - (b) Give the positive and comparative forms of this adjective (nominative singular, masculine).
- 13 ostendit (line 10). What is the connection between this word and the English word **ostentatious**?
- 14 eum (line 11). From which Latin pronoun does this come?
- 15 postea ... volāvit (lines 12–18). Translate these lines.

## Vocabulary 9

Latin Verbs	English
eō, īre, īi/īvī, itum	I go
exeō, exīre, exiī, exitum	I go out
ineō, inīre, iniī, initum	I go in
inquit/inquiunt	he/she/they say
nōlī/nōlite (+ infin.)	do not...
nūntiō, -āre, -āvī, -ātum	I report, announce
occidō, -ere, occidī, occisum	I kill
occupō, -āre, -āvī, -ātum	I seize (a place)
pereō, -īre, -iī, -itum	I die, perish
possum, posse, potuī	I am able
redeō, -īre, -iī, -itum	I go back
redūcō, -ere, redūxī, reductum	I lead back
ruō, -ere, ruī, rutum	I rush
salūtō, -āre, -āvī, -ātum	I greet
trānseō, -īre, -iī, -itum	I go across
Conjunctions	
quamquam	although

## The Circus

When the King of Larissa decided to hold some games to entertain his people, and invite people from all over Greece to compete, he was following in a long tradition which has come down to us today in the form of the Olympic Games. The Romans, too, liked these athletic competitions, but for them an even greater spectacle, after the gladiator shows in the amphitheatre, was that of chariot racing in the Circus, most famously the Circus Maximus. This normally involved teams of chariots drawn by four horses (*quadrigae*) racing around a track which ran either side of a long central barrier (*spīna*), at each end of which was a turning point (*mēta*). The most popular teams were the *Russātī* (Reds), *Venetī* (Blues), *Albātī* (Whites) and *Prasinī* (Greens), and the charioteers (*aurigae*) could become very rich. To get an idea of how exciting these chariot races would have been, you might like to watch the famous chariot-racing scene in the film *Ben Hur*.

This topic is part of the Non-Linguistic Studies section of the ISEB syllabus.



■ A Roman mosaic showing a chariot race

## Exercise 9.9

- (a) (i) Tell the story of how Perseus won the hand of Andromeda in marriage.
- (ii) Do you think it was right for Andromeda's father to give his daughter in marriage to a man she had never met before?
- (b) (i) Give an account of a visit to the Circus Maximus in Rome.
- (ii) Which form of entertainment would you have most enjoyed in Rome? Give at least one reason for your answer.



# 10

## Revision and exam practice

### Revision: nouns

#### Exercise 10.1

Give and translate the following forms:

- |                         |                          |
|-------------------------|--------------------------|
| 1 Nom. pl. of cīvis     | 11 Voc. sing. of iuvenis |
| 2 Acc. pl. of clāmor    | 12 Acc. pl. of liberī    |
| 3 Gen. sing. of comes   | 13 Gen. sing. of lūx     |
| 4 Dat. sing. of coniunx | 14 Dat. pl. of māter     |
| 5 Abl. sing. of corpus  | 15 Gen. sing. of miles   |
| 6 Nom. pl. of dōnum     | 16 Abl. pl. of mulier    |
| 7 Acc. pl. of dux       | 17 Gen. sing. of nāvis   |
| 8 Gen. pl. of flūmen    | 18 Dat. sing. of nōmen   |
| 9 Dat. pl. of frāter    | 19 Gen. sing. of pater   |
| 10 Abl. pl. of hostēs   | 20 Abl. sing. of virtūs  |

#### Exercise 10.2

Translate into English:

- |                 |           |             |
|-----------------|-----------|-------------|
| 1 arma          | 8 mōram   | 15 vōcis    |
| 2 cōpiārum      | 9 mortem  | 16 vulnera  |
| 3 cum hominibus | 10 nēmō   | 17 caelum   |
| 4 iter          | 11 rēgī   | 18 sociōrum |
| 5 iuvenum       | 12 senēs  | 19 virum    |
| 6 in mare       | 13 sorōrī | 20 ventōrum |
| 7 ad montem     | 14 uxōrēs |             |

## Revision: adjectives

### Exercise 10.3

Give and translate the following forms:

- |                                  |                                |
|----------------------------------|--------------------------------|
| 1 Nom. sing. fem. of audāx       | 11 Voc. sing. masc. of nōbilis |
| 2 Acc. pl. masc. of cārus        | 12 Acc. pl. fem. of mortuus    |
| 3 Gen. sing. fem. of crūdēlis    | 13 Gen. sing. masc. of omnis   |
| 4 Dat. sing. neut. of difficilis | 14 Dat. sing. neut. of sapiēns |
| 5 Abl. sing. masc. of facilis    | 15 Gen. pl. fem. of paucī      |
| 6 Nom. pl. fem. of cēterī        | 16 Abl. sing. neut. of sōlus   |
| 7 Acc. pl. neut. of fēlix        | 17 Nom. pl. fem. of trīstis    |
| 8 Gen. pl. fem. of fortis        | 18 Gen. sing. masc. of vīvus   |
| 9 Dat. pl. masc. of ingēns       | 19 Voc. sing. fem. of validus  |
| 10 Abl. sing. neut. of medius    | 20 Gen. pl. neut. of nōtus     |

### Exercise 10.4

Translate into English:

- |                      |                        |
|----------------------|------------------------|
| 1 virī audācis       | 11 equōs parvōs        |
| 2 uxor cārissima     | 12 cum omnibus cīvibus |
| 3 cēterī servī       | 13 poētārum sapientium |
| 4 coniugem suam      | 14 puerōrum trīstium   |
| 5 plūrimōs sociōs    | 15 dea irātissima      |
| 6 magistrī crūdēlis  | 16 servī fessiōrēs     |
| 7 liberī fēlicēs     | 17 ducī saevō          |
| 8 incolārum fortium  | 18 poēta pessimus      |
| 9 flūmina altiora    | 19 lūx clārissima      |
| 10 militum mortuōrum | 20 amīcōs tūtōs        |

## Exercise 10.5

Give and translate the following forms (nom., masc., sing.):

- |                         |                           |
|-------------------------|---------------------------|
| 1 Comparative of bonus  | 6 Superlative of crūdēlis |
| 2 Superlative of malus  | 7 Comparative of facilis  |
| 3 Comparative of magnus | 8 Superlative of nōbilis  |
| 4 Superlative of parvus | 9 Comparative of malus    |
| 5 Comparative of multus | 10 Superlative of magnus  |

## Revision: pronouns

## Exercise 10.6

Translate into English:

- |           |                   |                    |
|-----------|-------------------|--------------------|
| 1 hic     | 8 mēcum           | 15 hunc            |
| 2 eum     | 9 illius          | 16 huic            |
| 3 illōrum | 10 hōrum          | 17 eī puellae      |
| 4 id      | 11 haec bella     | 18 in eō flūmine   |
| 5 mihi    | 12 hī cīvēs       | 19 vōbīs           |
| 6 tibi    | 13 eius agricolae | 20 cum hīs liberīs |
| 7 sibi    | 14 nōbīs          |                    |

## Revision: prepositions

## Exercise 10.7

Translate into English:

- |                 |                  |                   |
|-----------------|------------------|-------------------|
| 1 ante bellum   | 8 post proelium  | 15 prope montem   |
| 2 circum templa | 9 per viās       | 16 super mūrū     |
| 3 contrā hostēs | 10 prope templū  | 17 cum senibus    |
| 4 cum ancillis  | 11 sine sagittīs | 18 contrā Graecōs |
| 5 dē monte      | 12 sub aquā      | 19 prope nāvēs    |
| 6 ē terrā       | 13 dē virtūte    | 20 trāns agrōs    |
| 7 inter flūmina | 14 per agrum     |                   |

## Exercise 10.8

Translate into Latin:

- |                          |                           |
|--------------------------|---------------------------|
| 1 Towards the leader     | 11 In front of the temple |
| 2 With the companions    | 12 Around the town        |
| 3 On account of the wind | 13 Between the forces     |
| 4 Concerning the king    | 14 Without friends        |
| 5 Through the streets    | 15 Near the mountains     |
| 6 To the city            | 16 Under the sky          |
| 7 Down from the sky      | 17 Over the wall          |
| 8 In the ship            | 18 Across the sea         |
| 9 Near the old men       | 19 Among the slave-girls  |
| 10 Because of the wounds | 20 After the battles      |

## Revision: verbs

## Exercise 10.9

Give and translate the following forms:

- |  |   |
|--|---|
| 1 3rd sing., present of <i>adveniō</i> | 11 3rd pl., imperfect of <i>occupō</i>    |
| 2 2nd pl., imperfect of <i>colligō</i> | 12 1st pl., pluperfect of <i>pūniō</i>    |
| 3 1st pl., perfect of <i>dēbeō</i>     | 13 Sing. imperative of <i>redūcō</i>      |
| 4 Pres. infin. of <i>appropinquō</i>   | 14 3rd pl., future of <i>ruō</i>          |
| 5 1st sing., pluperfect of <i>errō</i> | 15 2nd sing., perfect of <i>salūtō</i>    |
| 6 Pres. infin. of <i>dēfendō</i>       | 16 1st sing., future of <i>servō</i>      |
| 7 Sing. imperative of <i>nārrō</i>     | 17 Pl. imperative of <i>trādō</i>         |
| 8 1st sing., future of <i>gerō</i>     | 18 Pres. infin. of <i>vincō</i>           |
| 9 3rd sing., perfect of <i>nūntiō</i>  | 19 2nd sing., imperfect of <i>vulnerō</i> |
| 10 2nd pl., present of <i>occidō</i>   | 20 Pres. infin. of <i>ostendō</i>         |



## Exercise 10.10

Translate into English:

- |                      |               |                 |
|----------------------|---------------|-----------------|
| 1 spectābunt.        | 8 inveniunt.  | 15 salutāveram. |
| 2 colligere.         | 9 liberāte!   | 16 servābunt.   |
| 3 appropinquāverant. | 10 nārrāvit.  | 17 trādidistī.  |
| 4 dēbētis.           | 11 occidis.   | 18 vicērunt.    |
| 5 errābitis.         | 12 pūnīvit.   | 19 vulnerāre.   |
| 6 exspectāverātis.   | 13 redūximus. | 20 occupāre.    |
| 7 gerētis.           | 14 ruunt.     |                 |

## Exercise 10.11

Give and translate the following forms:

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1 3rd sing., present of possum   | 11 3rd pl., imperfect of sum        |
| 2 2nd pl., imperfect of eō       | 12 1st pl., perfect of possum       |
| 3 1st pl., perfect of ineō       | 13 Sing. imperative of ineō         |
| 4 Pres. infin. of exeō           | 14 3rd pl., pluperfect of exeō      |
| 5 2nd sing., future of trānseō   | 15 2nd sing., future of pereō       |
| 6 Pres. infin. of redeō          | 16 1st sing., imperfect of possum   |
| 7 Sing. imperative of eō         | 17 Pl. imperative of redeō          |
| 8 1st sing., imperfect of possum | 18 Pres. infin. of pereō            |
| 9 3rd sing., perfect of eō       | 19 2nd sing., pluperfect of trānseō |
| 10 2nd pl., future of exeō       | 20 Pres. infin. of possum           |

## Exercise 10.12

Translate into English:

- |              |              |                |                 |
|--------------|--------------|----------------|-----------------|
| 1 inībant.   | 6 potestis.  | 11 cōspexistī. | 16 trānsierant. |
| 2 exīre.     | 7 inierātis. | 12 effūgit.    | 17 inīmus.      |
| 3 potuērunt. | 8 posse.     | 13 accēpimus.  | 18 exiērunt.    |
| 4 redite.    | 9 exeunt.    | 14 inībunt.    | 19 redītis.     |
| 5 trānsibam. | 10 exī!      | 15 redistī.    | 20 trānsīre.    |

## ○ Revision: questions

### Exercise 10.13

Translate into English:

- 1 nōnne urbem capere cupit?
- 2 num fēminās iratās spectābis?
- 3 cūr ancillae tristēs exiērunt?
- 4 nōnne, virī, ad oppidum appropinquātis?
- 5 senēsne rēgīnam spectant?
- 6 parābisne cibum meliōrem?
- 7 num in proeliō pugnāre poterant?
- 8 ubi erant amīcī optimī?
- 9 inītisne in urbem magnam?
- 10 cūr vīnum nōn biberās?

## ○ Revision: concessive clauses and prohibitions

### Exercise 10.14

- 1 dux, quamquam urbem capere cupiēbat, rediit.
- 2 fēminās spectābis, quamquam eās timēs.
- 3 ancillae, quamquam fessae erant, exiērunt.
- 4 agricolae, quamquam ad oppidum appropinquābant, tristēs erant.
- 5 cīvis, quamquam uxōrem amābat, eam occīdit.
- 6 nōlī cibum equō meō dare!
- 7 nōlīte in agrum festināre!
- 8 nōlī ex templō exīre!
- 9 nōlīte flūmen altum trānsīre!
- 10 nōlī ad īnsulam parvam nāvigāre!

## Revision: adverbs, conjunctions, etc.

### Exercise 10.15

Translate into English:

- |             |             |           |            |
|-------------|-------------|-----------|------------|
| 1 antequam  | 6 herī      | 11 quoque | 16 iterum  |
| 2 celeriter | 7 nam       | 12 tum    | 17 deinde  |
| 3 crās      | 8 nunc      | 13 itaque | 18 tamen   |
| 4 forte     | 9 postea    | 14 statim | 19 tandem  |
| 5 frūstrā   | 10 quamquam | 15 mox    | 20 numquam |

## Revision: numerals

### Exercise 10.16

Translate into English:

- |            |                |                  |
|------------|----------------|------------------|
| 1 undecim  | 8 duodēvīgintī | 15 quārtus       |
| 2 quattuor | 9 quīndecim    | 16 duodecim      |
| 3 tredecim | 10 sēdecim     | 17 ūndēvīgintī   |
| 4 septem   | 11 vīgintī     | 18 trēs          |
| 5 nōnus    | 12 septendecim | 19 quīntus       |
| 6 septimus | 13 sextus      | 20 quattuordecim |
| 7 octāvus  | 14 quīnque     |                  |

### Exercise 10.17

Translate into Latin:

- |             |             |
|-------------|-------------|
| 1 Seventeen | 6 Sixth     |
| 2 Fifteen   | 7 Twenty    |
| 3 Second    | 8 Fourth    |
| 4 Fifth     | 9 Eleven    |
| 5 Nineteen  | 10 Thirteen |

## ○ Revision: translating into Latin

### Exercise 10.18

Translate into Latin:

- 1 The friends loved good wine.
- 2 The queen sees the big arrows.
- 3 The boys have tired horses.
- 4 We did not fear the danger.
- 5 The savage master was warning the slaves.
- 6 The girl was calling the messengers.
- 7 She loved the small gifts.
- 8 The poet saw the money.
- 9 The sailors feared large winds.
- 10 The inhabitants watched the tired slave-girls.

## ○ Exam practice

The next exercise provides practice in the format of the Level 2 Common Entrance exam. Marks are given in brackets.

### Exercise 10.19

- 1 Study the following passage and answer the questions below:

#### The death of Eurydice

Orpheus, deī Apollinis fīlius, in Thraciā habitābat. ubi cantābat, omnēs hominēs, etiam flūmina et montēs, eum audire cupiēbant. uxor eius, nōmine Eurydicē, nympha pulcherrima erat. hanc Orpheus magnopere amāvit et diū laetissimī erant.

- 5 ōlim tamen Eurydicē cum amīcīs in silvīs ambulābat. subitō serpēns ad eam appropinquāvit. nympham momordit et vulnerāvit. mox Eurydicē periit et Orpheus tristissimus erat.

nympha, -ae, f. nymph  
silva, -ae, f. wood  
serpēns, serpentis, f. snake  
mordeō, -ere, momordi | bite

- (a) ubi cantābat, omnēs hominēs, etiam flūmina et montēs, eum audire cupiēbant (lines 1–2).  
What happened when Orpheus began to sing? (4)
- (b) uxor eius, nōmine Eurydicē, nympha pulcherrima erat (lines 2–3).  
Who was Eurydice? (2)
- (c) hanc Orpheus magnopere amāvit et diū laetissimī erant (lines 3–4).  
What do we learn about Orpheus and Eurydice in these lines? (2)
- (d) ōlim tamen Eurydicē cum amīcīs in silvīs ambulābat (line 5).  
Translate the Latin words that tell us who was with Eurydice in the woods. (2)
- (e) subitō serpēns ad eam appropinquāvit (lines 5–6).  
What do we learn about the snake in these lines? (1)
- (f) nympham momordit et vulnerāvit (line 6).  
What did the snake do to Eurydice? (2)
- (g) mox Eurydicē periit et Orpheus miserrimus erat (lines 6–7).  
What happened at the end of the story? (2)

(15 marks)

- 2 Translate the following passage into good English, writing your translation on alternate lines.

## Orpheus ventures into the Underworld

Orpheus uxōris clāmōrēs audivit et in silvās statim iniit; nec tamen fēminam miseram servāre potuit. Orpheus, quod eam diū amāverat, trīstissimus erat. tandem ad Tartarum, quod uxōrem cāram invenire cupiit, festināvit.

- 5 mox ad Tartarum iuvenis fortis advēnit et ad Plūtōnem, rēgem Tartari, appropinquāvit. ‘ad terram mortālium coniugem meam reducere cupiō,’ inquit. ‘fēmina misera tēcum habitāre nōn cupit. nōne auxilium nōbīs dabis?’

silva, -ae, f. = wood  
nec tamen = but ... not  
Tartarus, -i, m. = the Underworld  
Plūtō, -ōnis, m. = Pluto  
mortālēs, -ium, m. pl. = mortals

(30 marks)

3 Study the following passage and answer the questions below.

Plūtō, ubi hoc audivit, iuvenī fortī haec respondit: ‘tuam uxōrem,’ inquit, ‘ad terram mortālium reduc. nōlī tamen eam respicere! sī id faciēs, numquam eam vīvam iterum vidēbis.’ Orpheus tamen, ubi ad terram mortālium paene advēnit, respexit et Eurydice statim ad Tartarum rediit.

5 tum Orpheus per terrās miserrimus errābat et carmina trīstissima cantābat. tandem mulierēs saevae eum occidērunt. caput eius abscidērunt et in flūmen Hebrum iēcērunt. iuvenis tamen, quamquam mortuus erat, carmina trīstia post mortem suam semper cantābat.

mortālēs, -ium, m. pl. = mortals  
 respiciō, -ere, respexī = I look back  
 paene = almost  
 Tartarus, -ī, m. = the Underworld  
 carmen, -inis, n. = song  
 abscidō, -ere, abscidī = I cut off  
 Hebrus, -ī, m. = Hebrus (a river in Thrace)

- (a) hoc (line 1). In which case is this word? (1)
- (b) fortī (line 1). Give the comparative and superlative forms of this adjective, keeping the case and gender the same. (2)
- (c) eam (line 2). What type of pronoun is this? (1)
- (d) vidēbis (line 3). Put this verb into the present tense, keeping the person and number the same. (1)
- (e) tamen (line 3). What type of word is this? (1)
- (f) terrās (line 5). In which case is this word? Why is this case used? (2)
- (g) iēcērunt (line 7). In which tense is this verb? Give the first person singular, present tense of this verb. (2)
- (h) mortuus (line 7). What is the connection between this word and the English word **mortuary**? (2)
- (i) Translate the following sentences into Latin, using the vocabulary given below.
- (i) The bad queen was hurrying into the temple. (4)
- (ii) The inhabitants see the tired slaves. (4)

bad = malus, -a, -um

inhabitant = incola, -ae, c.

queen = regina, -ae, f.

I see = video (2)

I hurry = festino (1)

tired = fessus, -a, -um

into = in + acc.

slave = servus, -i, m.

temple = templum, -i, n.

(20 marks)

- 4 Answer any *one* of the following eight questions (a–h). Make sure you answer both parts (i) and (ii).

### Domestic life

- (a) (i) You have been invited to a Roman dinner party. Explain some of the different courses of food, and some of the entertainment, which you might expect to receive during the evening. (8)
- (ii) Which kinds of Roman food would you *not* like to have sampled? Explain your answers. (2)
- (b) (i) You are getting ready to go out to the forum with your family. Describe what you and the other members of your family are wearing. (8)
- (ii) How different are the clothes you have described above from the ones you wear today? Give two examples. (2)

### The city of Rome

- (c) (i) Tell the story of Horatius. (8)
- (ii) Which elements of this story would the Romans have found particularly admirable? Explain your answer. (2)
- (d) (i) Describe a typical day at the Circus Maximus. (8)
- (ii) Which form of entertainment in today's world does this most remind you of? Explain your answer. (2)

### The army and Roman Britain

- (e) (i) Describe and give the Latin terms for the most important kinds of equipment and weaponry which a Roman soldier would carry with him. (8)
- (ii) Name two items of a Roman soldier's equipment and weaponry that a soldier today might still find useful. Explain your choices. (2)
- (f) (i) Give an account of Julius Caesar's two invasions of Britain. (8)
- (ii) Would it be accurate to say that Julius Caesar conquered Britain? Explain your answer. (2)

### Greek mythology

- (g) (i) Give an account of the causes and main events of the Trojan War. (8)
- (ii) Why do you think the story of the Trojan War proved so popular to the Ancient Greeks? (2)
- (h) (i) Tell the story of Odysseus's encounter with Circe. (8)
- (ii) What would you consider to have been Odysseus's main qualities in this or any other of his adventures? Explain your answer. (2)

(Total marks: 75, to be expressed as a percentage)

# Guide to pronunciation

## Vowels

The main problem with learning to pronounce Latin correctly is the vowels. The Romans pronounced their vowels as follows:

ă (short)	as in cup	ā (long)	as in calf
ĕ (short)	as in set	ē (long)	as in stair
ĭ (short)	as in bit	ī (long)	as in bee
ŏ (short)	as in lot	ō (long)	as in the French <i>beau</i>
ŭ (short)	as in put	ū (long)	as in route

The one that looks most odd here is the short *ă*. It really was pronounced like the *u* in cup, not the *a* in hat.

In this book, *long* vowels are marked with a macron (*ā, ē, ī, ō, ū*). If they are *not* marked, they are short. Occasionally a short vowel is *marked* as short (*ă, ĕ, ĭ, ŏ, ŭ*) if there is an incorrect tendency to pronounce the vowel long. For example the *o* in the Latin words *egŏ* and *duŏ* are marked as short because so many people pronounce the words as if they were long.

A vowel is regularly pronounced long when followed by *ns* or *nf*. This rule even applies across a word junction, so for example to the word *in* when this is followed by a word starting with *s* or *f*.

E.g. **in** agrō but **īn** suō agrō.

A few words, such as *ibi*, *ubi* and *octo*, end in vowels which can be pronounced long or short. In these cases, we have not marked the vowel, but in practice you will probably find it easier to pronounce the vowel as long.

## Diphthongs

Where two vowels are pronounced as *one* sound (as in the English *boil*, or *wait*), this is called a **diphthong** and the resulting syllable will always be long. For example the *-ae* at the end of the word *puellae* is a diphthong. Diphthongs, because they are always long, are not marked with a macron.



The most common diphthongs are:

- ae as in eye
- au as in now

Both of these diphthongs are found in the Latin word *nautae* = sailors.

Where two vowels come together but are NOT a diphthong, the first vowel will always be pronounced short. Thus, the **ue** in the word *puellae* is not a diphthong (the word has three syllables), and the u is thus pronounced short: **pŭ-ell-ae**.

## ○ Consonants

- C is always 'hard' as in cot, never 'soft' as in century.
- R is always rolled.
- S is always 's' as in bus, never 'z' as in busy.
- V is pronounced as a W.
- GN is pronounced NGN, as in hangnail.
- Latin has no letter J. The Romans used i as a consonant instead (thus Iūlius Caesar, pronounced Yulius).
- M, at the end of a word, was nasalised and reduced (i.e. only partially pronounced).

## ○ Stress

Just as in English we have a particular way of stressing words, so they did in Latin. We, for example, say *potáto* (with the stress on the a). When we learn English words, we automatically learn how to stress them. This would have been the same for the Romans, learning Latin words.

The Romans worked out how to stress a word by looking at its penultimate syllable. Syllables are either long or short. They are long if they contain a long vowel, or if they contain a short vowel followed by two consonants. They are short if they contain a short vowel which is *not* followed by two consonants. Using this information, a Latin word should be stressed as follows:

- The final syllable of a word should never be stressed (e.g. *ámō*, *ámās*, *ámat*, etc.)
- In a word of more than two syllables, if the penultimate syllable is long, stress it (e.g. *amātis* is stressed *amátis*; *amāvistis* is stressed *amāvístis*).
- If the penultimate syllable is short, stress the one before it (e.g. *regítis* is stressed *régitis*).

# Summary of grammar

## Regular verbs

### Present infinitive: *To love*

amāre                      monēre                      regere                      audire                      capere

### Present: *I love, I am loving, I do love*

amō	moneō	regō	audiō	capiō
amās	monēs	regis	audīs	capis
amat	monet	regit	audit	capit
amāmus	monēmus	regimus	audīmus	capimus
amātis	monētis	regitis	audītis	capitis
amant	monent	regunt	audiunt	capiunt

### Future: *I shall love*

amābō	monēbō	regam	audiam	capiam
amābis	monēbis	regēs	audiēs	capiēs
amābit	monēbit	reget	audiet	capiet
amābimus	monēbimus	regēmus	audiēmus	capiēmus
amābitis	monēbitis	regētis	audiētis	capiētis
amābunt	monēbunt	regent	audient	capient

### Imperfect: *I was loving, I loved, I used to love*

amābam	monēbam	regēbam	audiēbam	capiēbam
amābās	monēbās	regēbās	audiēbās	capiēbās
amābat	monēbat	regēbat	audiēbat	capiēbat
amābāmus	monēbāmus	regēbāmus	audiēbāmus	capiēbāmus
amābātis	monēbātis	regēbātis	audiēbātis	capiēbātis
amābant	monēbant	regēbant	audiēbant	capiēbant

### Perfect: *I have loved, I loved*

amāvī	monuī	rēxī	audīvī	cēpī
amāvistī	monuistī	rēxistī	audivistī	cēpistī
amāvit	monuit	rēxit	audivit	cēpit
amāvimus	monuimus	rēximus	audivimus	cēpimus
amāvistis	monuistis	rēxistis	audivistis	cēpistis
amāvērunt	monuērunt	rēxērunt	audivērunt	cēpērunt

### Pluperfect: *I had loved*

amāveram	monueram	rēxeram	audiveram	cēperam
amāverās	monuerās	rēxerās	audiverās	cēperās
amāverat	monuerat	rēxerat	audiverat	cēperat
amāverāmus	monuerāmus	rēxerāmus	audiverāmus	cēperāmus
amāverātis	monuerātis	rēxerātis	audiverātis	cēperātis
amāverant	monuerant	rēxerant	audiverant	cēperant

### Imperatives: *Love!*

amā	monē	regē	audī	capē
amāte	monēte	regīte	audīte	capīte

### Irregular verbs: *sum = I am; possum = I am able; eō = I go*

#### Present infinitive

esse    posse    īre

#### Present

sum	possum	eō
es	potes	īs
est	potest	it
sumus	possumus	īmus
estis	potestis	ītis
sunt	possunt	eunt

## Future

erō	poterō	ibō
eris	poteris	ibis
erit	poterit	ibit
erimus	poterimus	ibimus
eritis	poteritis	ibitis
erunt	poterunt	ibunt

## Imperfect

eram	poteram	ibam
erās	poterās	ibās
erat	poterat	ibat
erāmus	poterāmus	ibāmus
erātis	poterātis	ibātis
erant	poterant	ibant

## Perfect

fuī	potuī	iī
fuistī	potuistī	īstī
fuit	potuit	iit
fuimus	potuimus	iimus
fuistis	potuistis	īstis
fuērunt	potuērunt	iērunt

## Imperatives

es	–	ī
este	–	īte

## Nouns

### 1st declension

Nominative	puella
Vocative	puella
Accusative	puellam
Genitive	puellae
Dative	puellae
Ablative	puellā
Nominative	puellae
Vocative	puellae
Accusative	puellās
Genitive	puellārum
Dative	puellis
Ablative	puellis

### 2nd declension

Nominative	dominus	puer	magister	bellum
Vocative	domine	puer	magister	bellum
Accusative	dominum	puerum	magistrum	bellum
Genitive	dominī	puerī	magistrī	bellī
Dative	dominō	puerō	magistrō	bellō
Ablative	dominō	puerō	magistrō	bellō
Nominative	dominī	puerī	magistrī	bella
Vocative	dominī	puerī	magistrī	bella
Accusative	dominōs	puerōs	magistrōs	bella
Genitive	dominōrum	puerōrum	magistrōrum	bellōrum
Dative	dominīs	puerīs	magistrīs	bellīs
Ablative	dominīs	puerīs	magistrīs	bellīs

## 2nd declension irregular

Nominative	filius	deus	vir
Vocative	filī	deus	vir
Accusative	filium	deum	virum
Genitive	filii (fili)	dei	virī
Dative	filio	deo	virō
Ablative	filio	deo	virō
Nominative	filii	dī (dei)	virī
Vocative	filii	dī (dei)	virī
Accusative	filios	deos	virōs
Genitive	filiorum	deorum (deum)	virorum (virum)
Dative	filiis	dis (deīs)	virīs
Ablative	filiis	dis (deīs)	virīs

## 3rd declension: increasing

	M/F	N
Nominative	rēx	corpus
Vocative	rēx	corpus
Accusative	rēgem	corpus
Genitive	rēgis	corporis
Dative	rēgī	corporī
Ablative	rēge	corpore
Nominative	rēgēs	corpora
Vocative	rēgēs	corpora
Accusative	rēgēs	corpora
Genitive	rēgum	corporum
Dative	rēgibus	corporibus
Ablative	rēgibus	corporibus

### 3rd declension: non-increasing

Nominative	cīvis	mare
Vocative	cīvis	mare
Accusative	cīvem	mare
Genitive	cīvis	maris
Dative	cīvī	marī
Ablative	cīve	marī
Nominative	cīvēs	maria
Vocative	cīvēs	maria
Accusative	cīvēs	maria
Genitive	cīvium	marium
Dative	cīvibus	maribus
Ablative	cīvibus	maribus

## Adjectives

### 1st/2nd declension in -us

	M	F	N
Nominative	bonus	bona	bonum
Vocative	bone	bona	bonum
Accusative	bonum	bonam	bonum
Genitive	bonī	bonae	bonī
Dative	bonō	bonae	bonō
Ablative	bonō	bonā	bonō
Nominative	bonī	bonae	bona
Vocative	bonī	bonae	bona
Accusative	bonōs	bonās	bona
Genitive	bonōrum	bonārum	bonōrum
Dative	bonīs	bonīs	bonīs
Ablative	bonīs	bonīs	bonīs

## 1st/2nd declension in -er

	M	F	N
Nominative	miser	misera	miserum
Vocative	miser	misera	miserum
Accusative	miserum	miseram	miserum
Genitive	miserī	miserae	miserī
Dative	miserō	miserae	miserō
Ablative	miserō	miserā	miserō
Nominative	miserī	miserae	misera
Vocative	miserī	miserae	misera
Accusative	miserōs	miserās	misera
Genitive	miserōrum	miserārum	miserōrum
Dative	miserīs	miserīs	miserīs
Ablative	miserīs	miserīs	miserīs
Nominative	pulcher	pulchra	pulchrum
Vocative	pulcher	pulchra	pulchrum
Accusative	pulchrum	pulchram	pulchrum
Genitive	pulchrī	pulchrae	pulchrī
Dative	pulchrō	pulchrae	pulchrō
Ablative	pulchrō	pulchrā	pulchrō
Nominative	pulchrī	pulchrae	pulchra
Vocative	pulchrī	pulchrae	pulchra
Accusative	pulchrōs	pulchrās	pulchra
Genitive	pulchrōrum	pulchrārum	pulchrōrum
Dative	pulchrīs	pulchrīs	pulchrīs
Ablative	pulchrīs	pulchrīs	pulchrīs



### 3rd declension: one termination

	M	F	N
Nominative	ingēns	ingēns	ingēns
Vocative	ingēns	ingēns	ingēns
Accusative	ingentem	ingentem	ingēns
Genitive	ingentis	ingentis	ingentis
Dative	ingentī	ingentī	ingentī
Ablative	ingentī	ingentī	ingentī
Nominative	ingentēs	ingentēs	ingentia
Vocative	ingentēs	ingentēs	ingentia
Accusative	ingentēs	ingentēs	ingentia
Genitive	ingentium	ingentium	ingentium
Dative	ingentibus	ingentibus	ingentibus
Ablative	ingentibus	ingentibus	ingentibus

### 3rd declension: two termination

	M	F	N
Nominative	trīstis	trīstis	trīste
Vocative	trīstis	trīstis	trīste
Accusative	trīstem	trīstem	trīste
Genitive	trīstis	trīstis	trīstis
Dative	trīstī	trīstī	trīstī
Ablative	trīstī	trīstī	trīstī
Nominative	trīstēs	trīstēs	trīstia
Vocative	trīstēs	trīstēs	trīstia
Accusative	trīstēs	trīstēs	trīstia
Genitive	trīstium	trīstium	trīstium
Dative	trīstibus	trīstibus	trīstibus
Ablative	trīstibus	trīstibus	trīstibus

## Comparative adjectives

	M	F	N
Nominative	melior	melior	melius
Vocative	melior	melior	melius
Accusative	meliōrem	meliōrem	melius
Genitive	meliōris	meliōris	meliōris
Dative	meliōrī	meliōrī	meliōrī
Ablative	meliōre	meliōre	meliōre
Nominative	meliōrēs	meliōrēs	meliōra
Vocative	meliōrēs	meliōrēs	meliōra
Accusative	meliōrēs	meliōrēs	meliōra
Genitive	meliōrum	meliōrum	meliōrum
Dative	meliōribus	meliōribus	meliōribus
Ablative	meliōribus	meliōribus	meliōribus

## Personal and reflexive pronouns

Nominative	egō	tū	nōs	vōs	–
Accusative	mē	tē	nōs	vōs	sē
Genitive	mei	tui	nostrum	vestrum	suī
Dative	mihi	tibi	nobis	vobis	sibi
Ablative	me	te	nobis	vobis	sē

## Demonstrative pronouns

is, ea, id = that (he, she, it)

	M	F	N
Nominative	is	ea	id
Vocative	—	—	—
Accusative	eum	eam	id
Genitive	eius	eius	eius
Dative	eī	eī	eī
Ablative	eō	eā	eō
Nominative	eī	eae	ea
Vocative	—	—	—
Accusative	eōs	eās	ea
Genitive	eōrum	eārum	eōrum
Dative	eīs	eīs	eīs
Ablative	eīs	eīs	eīs

hic, haec, hoc = *this* (near me) [plural = *these*]

Nominative	hic	haec	hoc
Accusative	hunc	hanc	hoc
Genitive	huius	huius	huius
Dative	huic	huic	huic
Ablative	hōc	hāc	hōc
Nominative	hī	hae	haec
Accusative	hōs	hās	haec
Genitive	hōrum	hārum	hōrum
Dative	hīs	hīs	hīs
Ablative	hīs	hīs	hīs

**ille, illa, illud = *that* (over there) [plural = *those*]**

	M	F	N
Nominative	ille	illa	illud
Accusative	illum	illam	illud
Genitive	illius	illius	illius
Dative	illī	illī	illī
Ablative	illō	illā	illō
Nominative	illī	illae	illa
Accusative	illōs	illās	illa
Genitive	illōrum	illārum	illōrum
Dative	illīs	illīs	illīs
Ablative	illīs	illīs	illīs

## ○ Cardinal numerals

1	I	ūnus	11	XI	ūndecim
2	II	duō	12	XII	duodecim
3	III	trēs	13	XIII	tredecim
4	IV/IIII	quattuor	14	XIV	quattuordecim
5	V	quīnque	15	XV	quīndecim
6	VI	sex	16	XVI	sēdecim
7	VII	septem	17	XVII	septendecim
8	VIII	octo	18	XVIII	duodēvigintī
9	IX	novem	19	XIX	ūndēvigintī
10	X	decem	20	XX	vīgintī

## ○ Ordinals

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1st	prīmus	6th	sextus
2nd	secundus	7th	septimus
3rd	tertius	8th	octāvus
4th	quārtus	9th	nōnus
5th	quīntus	10th	decimus

# Latin – English vocabulary

ā/ab + abl. = by, from  
absum, abesse, āfuī = I am absent  
accipiō, -ere, accēpī, acceptum = I receive  
ad + acc. = to, towards  
adsum, adesse, adfuī = I am present  
adveniō, -īre, advēnī, adventum = I arrive  
aedificō, -āre, -āvī, -ātum = I build  
ager, agrī, m. = field  
agricola, -ae, m. = farmer  
altus, -a, -um = high, deep  
amicus, amicī, m. = friend  
amō, -āre, -āvī, -ātum = I love, like  
ancilla, -ae, f. = slave-girl  
ante + acc. = before  
antequam = before  
appropinquō, -āre, -āvī, -ātum = I approach  
aqua, -ae, f. = water  
arma, -ōrum, n. pl. = weapons, arms  
audāx, audācis = bold  
audiō, audīre, audīvī, auditum = I hear  
aurum, -ī, n. = gold  
autem = however, moreover  
auxilium, -iī, n. = help  
bellum, bellī, n. = war  
bene = well  
bibō, bibere, bibī = I drink  
bonus, -a, -um = good  
caelum, -ī, n. = sky  
cantō, -āre, -āvī, -ātum = I sing  
capiō, -ere, cēpī, captum = I capture, take  
cārus, -a, -um = dear  
celeriter = quickly  
cēterī, -ae, -a = the rest, others  
cibus, cibī, m. = food  
circum + acc. = around  
cīvis, cīvis, c. = citizen  
clāmō, -āre, -āvī, -ātum = I shout  
clāmor, clāmōris, m. = shout  
clārus, -a, -um = famous, clear, bright  
colligō, -ere, collēgī, collēctum = I collect  
comes, comitis, c. = companion  
coniūnx, coniugis, c. = husband, wife  
cōspiciō, -ere, cōspexī, cōspectum = I catch sight of  
cōstituō, -ere, cōstituī, cōstitutum = I decide  
cōsūmō, -ere, cōsūmpsī, cōsūmptum = I eat

contrā + acc. = against  
cōpiae, -ārum, f. pl. = forces  
corpus, corporis, n. = body  
crās = tomorrow  
crūdēlis, -e = cruel  
cum + abl. = with  
cupiō, -ere, cupīvī, cupitum = I want, desire  
cūr? = why?  
currō, currere, cucurrī, cursum = I run  
dē + abl. = down from, concerning  
dea, -ae, f. = goddess  
dēbeō, -ēre, dēbuī, dēbitum = I owe, ought  
decem = ten  
decimus, -a, -um = tenth  
dēfendō, -ere, dēfendī, dēfensum = I defend  
deinde = then  
dēleō, -ēre, dēlēvī, dēlētum = I destroy  
deus, deī, m. = god  
dicō, dicere, dixī, dictum = I say  
difficilis, -e = difficult  
discēdō, -ere, discessī, discessum = I depart  
diū = for a long time  
dō, dāre, dedi, dātum = I give  
dominus, dominī, m. = lord, master  
dōnum, -ī, n. = gift  
dormiō, -īre, -īvī, -itum = I sleep  
dūcō, dūcere, dūxī, ductum = I lead  
duō = two  
duodecim = twelve  
duodēvigintī = eighteen  
dux, ducis, m. = leader  
ē/ex + abl. = out of  
effugiō, -ere, effūgī = I escape  
egō = I  
eō, ire, iī/ivī, itum = I go  
equus, equī, m. = horse  
errō, -āre, -āvī, -ātum = I wander  
et ... et = both ... and  
et = and  
etiam = also, even  
exeō, exīre, exiī, exitum = I go out  
exspectō, -āre, -āvī, -ātum = I wait for  
facilis, -e = easy  
faciō, -ere, fēcī, factum = I do, make  
fēlix, fēlicis = fortunate  
fēmina, -ae, f. = woman

fessus, -a, -um = tired  
 festinō, -āre, -āvi, -ātum = I hurry  
 filia, -ae, f. = daughter  
 filius, filii, m. = son  
 flūmen, flūminis, n. = river  
 forte = by chance  
 fortis, -e = brave, strong  
 fortiter = bravely  
 frāter, frātris, m. = brother  
 frūstrā = in vain  
 fugiō, -ere, fūgi, fugitum = I flee  
 gerō, -ere, gessi, gestum = I carry on, wear  
 gladius, gladii, m. = sword  
 Graecus, -a, -um = Greek  
 habeo, -ēre, habui, habitum = I have  
 habitō, -āre, -āvi, -ātum = I live (in)  
 hasta, -ae, f. = spear  
 heri = yesterday  
 hic = here  
 hic, haec, hoc = this  
 homō, hominis, m. = man, woman  
 hostis, hostis, c. = enemy  
 iaciō, -ere, iēcī, iactum = I throw  
 iam = now, already  
 ibi = there  
 igitur = therefore  
 ille, illa, illud = that  
 in + abl. = in, on  
 in + acc. = into, on to  
 incola, -ae, c. = inhabitant  
 ineō, inire, iniī, initum = I go in  
 ingēns, ingentis = huge  
 inquit/inquiunt = he/she/they say  
 insula, -ae, f. = island  
 inter + acc. = between, among  
 intrō, -āre, -āvi, -ātum = I enter  
 inveniō, -ire, invēnī, inventum = I find  
 ira, -ae, f. = anger  
 irātus, -a, -um = angry  
 is, ea, id = that  
 itaque = therefore  
 iter, itineris, n. = journey  
 iterum = again  
 iubeō, -ēre, iussī, iussum = I order  
 iuvenis, iuvenis, c. = young man, young person  
 labōrō, -āre, -āvi, -ātum = I work  
 laetus, -a, -um = happy  
 laudō, -āre, -āvi, -ātum = I praise  
 legō, legere, lēgī, lectum = I read, choose

liber, libri, m. = book  
 liberī, -ōrum, m. pl. = children  
 liberō, -āre, -āvi, -ātum = I free  
 locus, -i, m. = place  
 longus, -a, -um = long  
 lūdō, -ere, lūsī, lūsum = I play  
 lūx, lūcis, f. = light  
 magister, magistri, m. = master  
 magnopere = greatly, very much  
 magnus, -a, -um = big, great  
 malus, -a, -um = bad  
 maneō, -ēre, mānsī, mānsum = I remain  
 mare, maris, n. = sea  
 māter, mātris, f. = mother  
 medius, -a, -um = middle  
 miles, militis, m. = soldier  
 miser, misera, miserum = miserable, wretched,  
 unhappy  
 mittō, mittere, mīsī, missum = I send  
 moneō, -ēre, monuī, monitum = I warn, advise  
 mōns, montis, m. = mountain  
 mōra, -ae, f. = delay  
 mors, mortis, f. = death  
 mortuus, -a, -um = dead  
 moveō, -ēre, mōvī, mōtum = I move  
 mox = soon  
 mulier, mulieris, f. = woman  
 multus, -a, -um = much, many  
 mūrus, mūrī, m. = wall  
 nam = for  
 nārrō, -āre, -āvi, -ātum = I tell  
 nauta, -ae, m. = sailor  
 nāvigō, -āre, -āvi, -ātum = I sail  
 nāvis, nāvis, f. = ship  
 -ne...? asks a question  
 necō, -āre, -āvi, -ātum = I kill  
 nēmō, nūllius, c. = no one  
 nihil = nothing  
 nōbilis, -e = noble  
 nōli/nōlite (+ infin.) = do not...  
 nōmen, nōminis, n. = name  
 nōn = not  
 nōnne? introduces a question expecting the answer  
 'yes'  
 nōnus, -a, -um = ninth  
 nōs = we  
 noster, nostra, nostrum = our  
 nōtus, -a, -um = well-known  
 novem = nine

novus, -a, -um = new  
 num? introduces a question expecting the answer  
 'no'  
 numquam = never  
 nunc = now  
 nūntiō, -āre, -āvi, -ātum = I report, announce  
 nūntius, nūntiī, m. = messenger,  
 occidō, -ere, occidi, occisum = I kill  
 occupō, -āre, -āvi, -ātum = I seize (a place)  
 octāvus, -a, -um = eighth  
 octo = eight  
 ōlim = once upon a time  
 omnis, -e = all, every  
 oppidum, oppidi, n. = town  
 oppugnō, -āre, -āvi, -ātum = I attack  
 ostendō, -ere, ostendi, ostentum = I show  
 parēns, parentis, c. = parent  
 parō, -āre, -āvi, -ātum = I prepare  
 pars, partis, f. = part  
 parvus, -a, -um = small  
 pater, patris, m. = father  
 patria, -ae, f. = country, fatherland  
 paucī, -ae, -a = few  
 per + acc. = through  
 pereō, -ire, -iī, -itum = I die, perish  
 periculum, periculī, n. = danger  
 perterritus, -a, -um = terrified  
 poēta, -ae, m. = poet  
 pōnō, -ere, posuī, positum = I place  
 portō, -āre, -āvi, -ātum = I carry  
 possum, posse, potuī = I am able  
 post + acc. = after  
 postea = afterwards  
 postquam = after  
 primus, -a, -um = first  
 prō + abl. = on behalf of, in place of, in front of  
 proelium, -iī, n. = battle  
 prope + acc. = near  
 propter + acc. = on account of  
 puella, -ae, f. = girl  
 puer, puerī, m. = boy  
 pugnō, -āre, -āvi, -ātum = I fight  
 pulcher, pulchra, pulchrum = beautiful  
 pūniō, -ire, pūnivī, pūnitum = I punish  
 quam = how  
 quamquam = although  
 quārtus, -a, -um = fourth  
 quattuor = four  
 quattuordecim = fourteen

-que = and  
 quid? = what?  
 quīndecim = fifteen  
 quīnque = five  
 quīntus, -a, -um = fifth  
 quis? = who?  
 quod = because  
 quoque = also  
 redeō, -ire, -iī, -itum = I go back  
 redūcō, -ere, redūxī, reductum = I lead back  
 rēgina, -ae, f. = queen  
 regō, regere, rēxī, rēctum = I rule  
 respondeō, -ēre, respondi, respōnsum = I answer  
 rēx, rēgis, m. = king  
 rideō, -ēre, risī, risum = I hold  
 rogō, -āre, -āvi, -ātum = I ask  
 Rōmānus, -a, -um = Roman  
 ruō, -ere, ruī, rutum = I rush  
 sacer, sacra, sacrum = sacred  
 saepe = often  
 saevus, -a, -um = savage  
 sagitta, -ae, f. = arrow  
 salūtō, -āre, -āvi, -ātum = I greet  
 sapiēns, sapientis = wise  
 scribō, -ere, scripsī, scriptum = I write  
 scūtum, scūtī, n. = shield  
 sē = himself, herself, itself, themselves (reflexive)  
 secundus, -a, -um = second  
 sed = but  
 sēdecim = sixteen  
 semper = always  
 senex, senis, m. = old man  
 septem = seven  
 septendecim = seventeen  
 septimus, -a, -um = seventh  
 servō, -āre, -āvi, -ātum = I save  
 servus, servi, m. = slave  
 sex = six  
 sextus, -a, -um = sixth  
 sic = so, thus  
 sine + abl. = without  
 socius, -ii, m. = companion, ally  
 sōlus, -a, -um = alone  
 soror, sorōris, f. = sister  
 spectō, -āre, -āvi, -ātum = I watch  
 statim = immediately  
 stō, -āre, steti, stātum = I stand  
 sub + abl. = under  
 subitō = suddenly



sum, esse, fuī = I am  
 super + acc. = over  
 superō, -āre, -āvi, -ātum = I overcome  
 suus, -a, -um = his own, her own, its own, their own  
 tamen = however  
 tandem = at last  
 templum, templi, n. = temple  
 teneō, -ēre, tenui, tentum = I hold  
 terra, -ae, f. = land, ground  
 terreō, -ēre, terrui, territum = I frighten  
 tertius, -a, -um = third  
 timeō, -ēre, timui = I fear  
 trādō, -ere, trādidī, trāditum = I hand over  
 trāns + acc. = across  
 trāseō, -īre, -ii, -itum = I go across  
 tredecim = thirteen  
 trēs = three  
 tristis, -e = sad  
 tū = you (sing.)  
 tum = then  
 turba, -ae, f. = crowd  
 tūtus, -a, -um = safe  
 tuus, -a, -um = your (of you (sing.))  
 ubi = when  
 ubi? = where?

unda, -ae, f. = wave  
 ūndecim = eleven  
 ūndeviginti = nineteen  
 ūnus = one  
 urbs, urbis, f. = city  
 uxor, uxoris, f. = wife  
 validus, -a, -um = strong  
 veniō, venire, vēni, ventum = I come  
 ventus, -i, m. = wind  
 verbum, verbī, n. = word  
 vester, vestra, vestrum = your (of you (pl.))  
 via, -ae, f. = road, street, way  
 videō, -ēre, vidī, visum = I see  
 vīginti = twenty  
 vincō, -ere, vici, victum = I conquer  
 vīnum, -i, n. = wine  
 vir, virī, m. = man  
 virtūs, virtūtis, f. = courage  
 vīvus, -a, -um = alive  
 vocō, -āre, -āvī, -ātum = I call  
 vōs = you (pl.)  
 vōx, vōcis, f. = voice  
 vulnerō, -āre, -āvī, -ātum = I wound  
 vulnus, vulneris, n. = wound

# English–Latin vocabulary

Able, I am = possum, posse, potui  
About (concerning) = dē + abl.  
Absent, I am = absum, abesse, āfui  
Across = trāns + acc.  
Advise, I = moneō, -ēre, monuī, monitum  
After (preposition) = post + acc.  
After (conjunction) = postquam  
Afterwards = postea  
Again = iterum  
Against = contrā + acc.  
Alive = vīvus, -a, -um  
All = omnis, -e  
Alone = sōlus, -a, -um  
Along = per + acc.  
Already = iam  
Also = etiam  
Also = quoque  
Although = quamquam  
Always = semper  
Am, I = sum, esse, fui  
Among = inter + acc.  
And = et; -que  
Anger = ira, -ae, f.  
Angry = irātus, -a, -um  
Announce, I = nūntiō, -āre, -āvī, -ātum  
Answer, I = respondeō, -ēre, respondi, respōnsum  
Approach, I = appropinquō, -āre, -āvī, -ātum  
(+ ad or + dative)  
Arms = arma, -ōrum, n. pl.  
Around = circum + acc.  
Arrive, I = adveniō, -īre, advēnī, adventum  
Arrow = sagitta, -ae, f.  
Ask, I = rogō, -āre, -āvī, -ātum  
At last = tandem  
Attack, I = oppugnō, -āre, -āvī, -ātum  
Bad = malus, -a, -um  
Battle = proelium, -iī, n.  
Beautiful = pulcher, pulchra, pulchrum  
Because = quod  
Because of = propter + acc.  
Before (preposition) = ante + acc.  
Before (conjunction) = antequam  
Between = inter + acc.  
Big = magnus, -a, -um  
Body = corpus, corporis, n.  
Bold = audāx, audācis

Book = liber, librī, m.  
Both ... and = et ... et  
Boy = puer, puerī, m.  
Brave = fortis, -e  
Bravely = fortiter  
Bright = clārus, -a, -um  
Brother = frāter, frātris, m.  
Build, I = aedificō, -āre, -āvī, -ātum  
But = sed  
By chance = forte  
Call, I = vocō, -āre, -āvī, -ātum  
Capture, I = capiō, -ere, cēpī, captum  
Carry on, I = gerō, -ere, gessī, gestum  
Carry, I = portō, -āre, -āvī, -ātum  
Catch sight of, I = cōspiciō, -ere, cōspexī, cōnspectum  
Chance, by = forte  
Children = liberī, -ōrum, m. pl.  
Choose, I = legō, legere, lēgī, lectum  
Citizen = cīvis, cīvis, c.  
City = urbs, urbis, f.  
Clear = clārus, -a, -um  
Collect, I = colligō, -ere, collēgī, collēctum  
Come, I = veniō, venīre, vēnī, ventum  
Companion = comes, comitis, c.; socius, -iī, m.  
Concerning = dē + abl.  
Conquer, I = vincō, -ere, vīcī, victum  
Country, fatherland = patria, -ae, f.  
Courage = virtūs, virtūtis, f.  
Crowd = turba, -ae, f.  
Cruel = crūdēlis, -e  
Danger = periculum, periculī, n.  
Daughter = filia, -ae, f.  
Dead = mortuus, -a, -um  
Dear = cārus, -a, -um  
Death = mors, mortis, f.  
Decide, I = cōstituō, -ere, cōstituī, cōstitutum  
Deep = altus, -a, -um  
Defend, I = dēfendō, -ere, dēfendī, dēfēsum  
Delay = mōra, -ae, f.  
Depart, I = discēdō, -ere, discessī, discessum  
Destroy, I = dēleō, -ēre, dēlēvī, dēlētum  
Die, I = pereō, -īre, -iī, -itum  
Difficult = difficilis, -e  
Do not... = nōlī/nōlīte (+ infin.)  
Do, I = faciō, -ere, fēcī, factum

Down from = *dē + abl.*  
 Drink, I = *bibō, bibere, bibi*  
 Easy = *facilis, -e*  
 Eat, I = *cōsūmō, -ere, cōsūmpsi, cōsūmptum*  
 Eight = *octo*  
 Eighteen = *duodēviginti*  
 Eighth = *octāvus, -a, -um*  
 Eleven = *undecim*  
 Enemy = *hostis, hostis, c.* (usually used in plural)  
 Enter, I = *intrō, -āre, -āvī, -ātum*  
 Escape, I = *effugiō, -ere, effūgi*  
 Even, also = *etiam*  
 Every = *omnis, -e*  
 Famous = *clārus, -a, -um; nōtus, -a, -um*  
 Farmer = *agricola, -ae, m.*  
 Father = *pater, patris, m.*  
 Fatherland = *patria, -ae, f.*  
 Fear, I = *timeō, -ēre, timui*  
 Few = *pauci, -ae, -a*  
 Field = *ager, agrī, m.*  
 Fifteen = *quīndecim*  
 Fifth = *quīntus, -a, -um*  
 Fight, I = *pugnō, -āre, -āvī, -ātum*  
 Find, I = *inveniō, -īre, invēnī, inventum*  
 First = *primus, -a, -um*  
 Five = *quīnque*  
 Flee, I = *fugiō, -ere, fūgi, fugitum*  
 Food = *cibus, cibī, m.*  
 For = *nam*  
 For a long time = *diū*  
 Forces = *cōpiae, -ārum, f. pl.*  
 Fortunate = *fēlix, fēlicis*  
 Four = *quattuor*  
 Fourteen = *quattuordecim*  
 Fourth = *quārtus, -a, -um*  
 Free, I = *liberō, -āre, -āvī, -ātum*  
 Friend = *amicus, amicī, m.*  
 Frighten, I = *terreō, -ēre, terrui, territum*  
 Frightened = *perterritus, -a, -um*  
 From = *ā/ab + abl.*  
 Gift = *dōnum, -ī, n.*  
 Girl = *puella, -ae, f.*  
 Give, I = *dō, dare, dedi, dātum*  
 Go, I = *eō, ire, ii/ivī, itum*  
 Go across, I = *trānseō, -īre, -īi, -itum*  
 Go back, I = *redeō, -īre, -īi, -itum*  
 Go in, I = *ineō, inire, iniī, initum*  
 Go out, I = *exeō, exire, exii, exitum*  
 God = *deus, deī, m.*

Goddess = *dea, -ae, f.*  
 Gold = *aurum, -ī, n.*  
 Good = *bonus, -a, -um*  
 Great = *magnus, -a, -um*  
 Greatly = *magnopere*  
 Greek = *Graecus, -a, -um*  
 Greet, I = *salūtō, -āre, -āvī, -ātum*  
 Ground = *terra, -ae, f.*  
 Hand over, I = *trādō, -ere, trādidī, trāditum*  
 Happy = *laetus, -a, -um*  
 Have, I = *habeō, -ēre, habui, habitum*  
 Hear, I = *audiō, audire, audivi, auditum*  
 Help = *auxilium, -īi, n.*  
 Her (own) = *suus, -a, -um*  
 Here = *hīc*  
 Herself (reflexive) = *sē*  
 High = *altus, -a, -um*  
 Himself (reflexive) = *sē*  
 His (own) = *suus, -a, -um*  
 Hold, I = *teneō, -ēre, tenui, tentum*  
 Horse = *equus, equi, m.*  
 How = *quam*  
 However = *autem; tamen*  
 Huge = *ingēns, ingentis*  
 Hurry, I = *festinō, -āre, -āvī, -ātum*  
 Husband = *coniūnx, coniugis, c.*  
 I = *egō*  
 Immediately = *statim*  
 In = *in + abl.*  
 In front of = *prō + abl.*  
 In vain = *frustrā*  
 Inhabitant = *incola, -ae, c.*  
 Into = *in + acc.*  
 Island = *insula, -ae, f.*  
 Its (own) = *suus, -a, -um*  
 Itself (reflexive) = *sē*  
 Journey = *iter, itineris, n.*  
 Kill, I = *necō, -āre, -āvī, -ātum; occidō, -ere, occidi, occisum*  
 King = *rēx, rēgis, m.*  
 Land = *terra, -ae, f.*  
 Laugh, I = *rideō, -ēre, risi, risum*  
 Lead, I = *dūcō, dūcere, dūxi, ductum*  
 Lead back, I = *redūcō, -ere, redūxi, reductum*  
 Leader = *dux, ducis, m.*  
 Light = *lūx, lūcis, f.*  
 Like, I = *amō, -āre, -āvī, -ātum*  
 Listen (to), I = *audiō, audire, audivi, auditum*  
 Little = *parvus, -a, -um*

Live (in), I = habitō, -āre, -āvī, -ātum  
 Long = longus, -a, -um  
 Lord = dominus, dominī, m.  
 Love, I = amō, -āre, -āvī, -ātum  
 Make, I = faciō, -ere, fēcī, factum  
 Man (human) = homō, hominis, m.  
 Man (as opposed to woman) = vir, virī, m.  
 Many = multus, -a, -um  
 Master, lord = dominus, dominī, m.  
 Master, teacher = magister, magistrī, m.  
 Messenger = nūntius, nūntii, m.  
 Middle = medius, -a, -um  
 Miserable = miser, misera, miserum  
 Moreover = autem  
 Mother = māter, mātris, f.  
 Mountain = mōns, montis, m.  
 Move, I = moveō, -ēre, mōvī, mōtum  
 Much = multus, -a, -um  
 Name = nōmen, nōminis, n.  
 Near = prope + acc.  
 Never = numquam  
 New = novus, -a, -um  
 Nine = novem  
 Nineteen = ūndēvīginti  
 Ninth = nōnus, -a, -um  
 No one = nēmō, nūllius, c.  
 Noble = nōbilis, -e  
 Not = nōn  
 Nothing = nihil  
 Now = iam  
 Now = nunc  
 Often = saepe  
 Old man = senex, senis, m.  
 On = in + abl.  
 On account of = propter + acc.  
 On behalf of = prō + abl.  
 On to = in + acc.  
 Once upon a time = ōlim  
 One = ūnus  
 Order, I = iubeō, -ēre, iussī, iussum  
 Others = cēteri, -ae, -a  
 Ought, I = dēbeō, -ēre, dēbuī, dēbitum  
 Our = noster, nostra, nostrum  
 Out of = ē/ex + abl.  
 Over = super + acc.  
 Overcome, I = superō, -āre, -āvī, -ātum  
 Owe, I = dēbeō, -ēre, dēbuī, dēbitum  
 Parent = parēns, parentis, c.  
 Part = pars, partis, f.

Perish, I = pereō, -īre, -iī, -itum  
 Place = locus, -ī, m.  
 Place, I = pōnō, -ere, posuī, positum  
 Play, I = lūdō, -ere, lūsī, lūsum  
 Poet = poēta, -ae, m.  
 Praise, I = laudō, -āre, -āvī, -ātum  
 Prepare, I = parō, -āre, -āvī, -ātum  
 Present, I am = adsum, adesse, adfui  
 Punish, I = pūniō, -īre, pūnīvī, pūnitum  
 Queen = rēgina, -ae, f.  
 Quickly = celeriter  
 Read, I = legō, legere, lēgī, lectum  
 Receive, I = accipiō, -ere, accēpī, acceptum  
 Remain, I = maneō, -ēre, mānsī, māsum  
 Report, I = nūntiō, -āre, -āvī, -ātum  
 Rest, the = cēteri, -ae, -a  
 River = flūmen, flūminis, n.  
 Road = via, -ae, f.  
 Roman = Rōmānus, -a, -um  
 Rule, I = regō, regere, rēxī, rēctum  
 Run, I = currō, currere, cucurri, cursum  
 Rush, I = ruō, -ere, ruī, rutum  
 Sacred = sacer, sacra, sacrum  
 Sad = tristis, -e  
 Safe = tūtus, -a, -um  
 Sail, I = nāvīgō, -āre, -āvī, -ātum  
 Sailor = nauta, -ae, m.  
 Savage = saevus, -a, -um  
 Save, I = servō, -āre, -āvī, -ātum  
 Say, I = dicō, dicere, dixī, dictum  
 Say, they (quoting direct speech) = inquit  
 Says, he/she (quoting direct speech) = inquit  
 Sea = mare, maris, n.  
 Second = secundus, -a, -um  
 See, I = videō, -ēre, vidī, visum  
 Seize (a place), I = occupō, -āre, -āvī, -ātum  
 Send, I = mittō, mittere, misī, missum  
 Seven = septem  
 Seventeen = septendecim  
 Seventh = septimus, -a, -um  
 Shield = scūtum, scūtī, n.  
 Ship = nāvis, nāvis, f.  
 Shout = clāmor, clāmōris, m.  
 Shout, I = clāmō, -āre, -āvī, -ātum  
 Show, I = ostendō, -ere, ostendī, ostentum  
 Sing, I = cantō, -āre, -āvī, -ātum  
 Sister = soror, sorōris, f.  
 Six = sex  
 Sixteen = sēdecim

Sixth = sextus, -a, -um	Town = oppidum, oppidī, n.
Sky = caelum, -ī, n.	Twelve = duodecim
Slave = servus, servī, m.	Twenty = vīgintī
Slave-girl = ancilla, -ae, f.	Two = duō
Sleep, I = dormiō, -īre, -īvī, -ītum	Under = sub + abl.
Small = parvus, -a, -um	Unhappy = miser, misera, miserum
So, thus = sic	Voice = vōx, vōcis, f.
Soldier = miles, militis, m.	Wait for, I = expectō, -āre, -āvī, -ātum
Son = filius, filiī, m.	Wall = mūrus, mūrī, m.
Soon = mox	Wander, I = errō, -āre, -āvī, -ātum
Spear = hasta, -ae, f.	Want, I = cupiō, -ere, cupīvī, cupītum
Stand, I = stō, -āre, steti, stātum	War = bellum, bellī, n.
Street = via, -ae, f.	Warn, I = moneō, -ēre, monuī, monitum
Strong = fortis, -e; validus, -a, -um	Watch, I = spectō, -āre, -āvī, -ātum
Suddenly = subitō	Water = aqua, -ae, f.
Surely... = nōne? (introduces a question expecting the answer 'yes')	Wave = unda, -ae, f.
Surely ... not = num? (introduces a question expecting the answer 'no')	We = nōs
Sword = gladius, gladiī, m.	Weapons = arma, -ōrum, n. pl.
Take, I = capiō, -ere, cēpī, captum	Wear = gerō, -ere, gessi, gestum
Tell, I = nārrō, -āre, -āvī, -ātum	Well = bene
Temple = templum, templī, n.	Well-known = nōtus, -a, -um
Ten = decem	What? = quid?
Tenth = decimus, -a, -um	When = ubi
Terrified = perterritus, -a, -um	Where? = ubi?
Terrify, I = terreō, -ēre, terruī, territum	Who? = quis?
That (over there) = ille, illa, illud	Why? = cūr?
That (near me) = is, ea, id	Wife = coniūnx, coniugis, c.; uxor, uxōris, f.
Their (own) = suus, -a, -um	Wind = ventus, -ī, m.
Themselves (reflexive) = sē	Wine = vinum, -ī, n.
Then = deinde; tum	Wise = sapiēns, sapientis
There = ibi	With (together with) = cum + abl.
Therefore = igitur; itaque	Without = sine + abl.
Third = tertius, -a, -um	Woman = fēmina, -ae, f.; mulier, mulieris, f.
Thirteen = tredecim	Word = verbum, verbī, n.
This = hic, haec, hoc	Work, I = labōrō, -āre, -āvī, -ātum
Three = trēs	Wound = vulnus, vulneris, n.
Through = per + acc.	Wound, I = vulnerō, -āre, -āvī, -ātum
Throw, I = iaciō, -ere, iēcī, iactum	Wretched = miser, misera, miserum
Thus = sic	Write, I = scribō, -ere, scripsī, scriptum
Tired = fessus, -a, -um	Yesterday = herī
To (towards) = ad + acc.	You (pl.) = vōs
Tomorrow = crās	You (sing.) = tū
Towards = ad + acc.	Young man = iuvenis, iuvenis, c.
	Your (of you (pl.)) = vester, vestra, vestrum
	Your (of you (sing.)) = tuus, -a, -um

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